

Achieve Life-Balance

A Journey in Self-Discovery.



Facilitator's Workshop Manual

Congratulations, on your decision to become an Achieve Life-Balance Facilitator!

When it comes to effective ways to gain exposure, and offer a valuable service to your prospects and clients, workshops have proven to be an exceptional strategy. They are hugely popular in the industry as they are a cost effective, convenient, and very efficient way to deliver value to your market.

With your Achieve Life-Balance workshop, you are implementing a powerful strategy for growing your business. And the great news is that the Achieve Life-Balance Teleseminar topics are completely developed and ready for you to implement. And they are relevant to most target markets, and easily customizable, saving you tons of time and effort. They are also designed to be educational, engaging and fun so that your attendees leave the call feeling that it was time well spent.

If hosting workshops is new for you, and even if you are a veteran, then you have come to the right place, as it doesn't get much easier than with a Achieve Life-Balance Teleseminar. If you apply the tips you learn in this Teleseminar Guide, and combine it with a professionally crafted Achieve Life-Balance Teleseminar, then you are on your way to great success!

Enjoy growing your business!

What You Get in Your Achieve Life-Balance Facilitators Package Workshop Program

With the Achieve Life-Balance Facilitators Package Workshop you get:

Fully developed workshop with,

- Agenda, workshop flow, all necessary content, instructions, and scripting.
- Workshop activities.

Facilitation instructions for conducting a successful workshop including,

- Knowing your role and moving past initial fears.
- Tips on how to lead a successful workshop.
- Connecting with the participants.
- Preparation for the workshop.
- Event preparation check list.

Marketing guide with recommendations on how to effectively market your workshop including,

- Logistics on how to coordinate a seamless and successful program.
- Professionally crafted promotional correspondence including,
 - 3 email invitation including a “reminder” email.
 - 1 follow-up email.
 - 3 relevant articles to send with your marketing letters.
 - 1 promotional flier.
- Marketing timeline.

Recommended contents for Participant Folder including,

- Welcome letter.
- Agenda.
- Handouts.
- Workshop evaluation.
- Post workshop homework.

Necessary forms for workshop day,

- Product order form.
- Newsletter sign up form.
- Complimentary session sign up form.

Follow-up plan which includes,

- Follow-up recommendations.
- Post workshop homework and instructions for staying in touch.
- Follow-up email.

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First Things First →

Knowing Your Role

We believe that the key to a successful workshop rests with the ability of the facilitator to create a safe and comfortable space for all participants. As the facilitator, it is also your responsibility to ensure that participants have what they need to learn. This first means that you have done the necessary preparation work of knowing this workshop and having everything ready before it's delivered.

Second, it means approaching and delivering this workshop from the point of view of just being you. If you don't have much experience being a facilitator, don't worry. Just follow this instructor's guide, and you will be fine. And if you do make a mistake in the delivery of this workshop, don't worry about it. Remind yourself that all you are doing is giving it your best. Don't be afraid to try for fear of making a mistake or getting something wrong. One thing is for certain: if you never make a mistake, you're not doing anything.

In using this instructor's guide, don't forget to incorporate your own stories and experiences into it in order to stress the points you are trying to make. This guide is like a blueprint for building a house; it may tell you what the house is supposed to look like when it is finished, but it doesn't indicate how it should be decorated.

The artful design of this workshop, coupled with your personal facilitation of it, will result in a high degree of participant satisfaction. So remember to add your own personal style to it so that it comes across as yours.

Moving Past Initial Fears

You may be thinking, “Can I actually pull this workshop off? Can I really speak confidently about this topic in front of others for three hours? I’m not an expert; will participants ask me something I don’t know?”

It is quite normal to have these concerns when confronted with having to deliver a training program. After all, most of our experiences in a classroom of any sort have pretty much been the same - there is a teacher at the front of the room going on and on with a lecture about the subject, while students, in neat rows, passively sit there and take notes.

This workshop is not designed like that. Instead, it has been developed based on the idea of being learner-centered. What this means is simple. You as the facilitator are not the center of attention, nor are you the sole dispenser of knowledge. In other words, learning happens as a result of your participants being allowed to do the work of learning for themselves. You can only really learn how to swim, for example, by swimming. Yes, an instructor may be there to help, but there really is no substitute for a person just diving in with their whole mind and body and experiencing a concept for themselves. There simply is no substitute for doing. This is how this workshop has been designed, rather than on conventional notions of what learning is.

If you keep this in mind, then any fears that arise about whether you can do this, or how you will come across to others, should quickly fade away. Learning will happen because your participants will be far better teachers of their own learning than you. Moreover, this workshop has been designed this way to intentionally take the burden off of you. Remember, whatever your participants can do for themselves, discover for themselves, or talk about for themselves – they will own. As a facilitator, all you have to do is manage the learning process. With this program, you will be able to do just that.

Credibility

If you're concerned that someone may ask you if you wrote this workshop, do not worry about this. Address this inquiry, of course, by being honest. Remember, the most credible people are the ones that have the sense to surround themselves with others who can help them realize their vision. Your credibility stems from your understanding as a coach and small business owner that you do not have all the answers and need to rely on others for the skills you do not possess.

Your credibility is actually enhanced by the fact that despite your personal limitations (which is the same for all of us), you still want what is best for your clients. You want to give them the best you have to offer, and if giving the best means that you have strategically partnered with others to help you deliver the best possible service/product, then there's vast amounts of credibility in that kind of acknowledgment. So if someone asks you if you authored this workshop, tell them that you did not. And then tell them that you have partnered with other professionals to bring the best possible value to your clients and future clients.

Marketing Guide➔

Achieve Life-Balance Facilitators Workshop - Marketing Guide

Outlined below are some guidelines for you to consider when planning a successful workshop:

1. **Set your date** - Start planning at least 6-8 weeks out. It takes time to find your location, coordinate the details, and implement your marketing plan for the highest attendance rate, so give yourself plenty of time to effectively prepare and market.

Setting a date also locks in your commitment and will keep you in action toward hosting a successful workshop.

2. **Choose your location** - Ideally you want to find a location that is free or for a small fee. Community libraries often have rooms that can be rented for a small fee or for free. Community centers, recreation centers, and local churches also often have rooms for rent. Also contact your local Chamber of Commerce. They may have meeting rooms there or know of local businesses that do. If you are a networker and plan to do workshops on a regular basis, ask around at your networking club. Many businesses have meeting rooms that you can use if you just ask.
3. **Determine your price** – You know best based on your geographical area, your target market, and your experience level, what price to charge for your workshop. For a 3 hour workshop, prices can range from \$29 to \$99 or more. We do not recommend that you do the workshop for free if you are conducting it as part of your regular business. People will not value it if it is free and attendance will be much lower as people will sign up and then not show up. Remember, it is not about quantity. It is about quality, and getting the right people there. If you are unsure of what to charge, ask some friends or colleagues. Be sure to price your workshop

based on the value that you are offering to your audience, not based on cost to cover your expenses.

But do not undervalue your services or the value of these workshops.

If you undervalue them, your prospects will too. And remember, you can adjust fees as you do more workshops and get more familiar with your market.

4. **Make a budget** – It is good for you to have a clear idea of how much your workshop will cost so that you can adequately budget your expenses. It is also helpful for your long-term planning in terms of measuring client conversions, return on investment (ROI), product sales, referrals, and budgeting for future events. Keep in mind that the Achieve Life-Balance Facilitators Package workshop is designed to minimize your additional expenses for training materials.
5. **Set a goal** - Determine how many people you want to have at your workshop and at what price. Also set a goal for how many people you want to convert to clients. Typically 10% is a good conversion rate. Use that as your initial goal. If your numbers are lower, continue to shoot for 10%, and if they are higher, use that as your goal for future workshops. Track your conversion rates of all your workshops and you will determine an average over time that you can use as your regular goal.

And if you are selling products at the event, be sure to set a goal for product sales too.

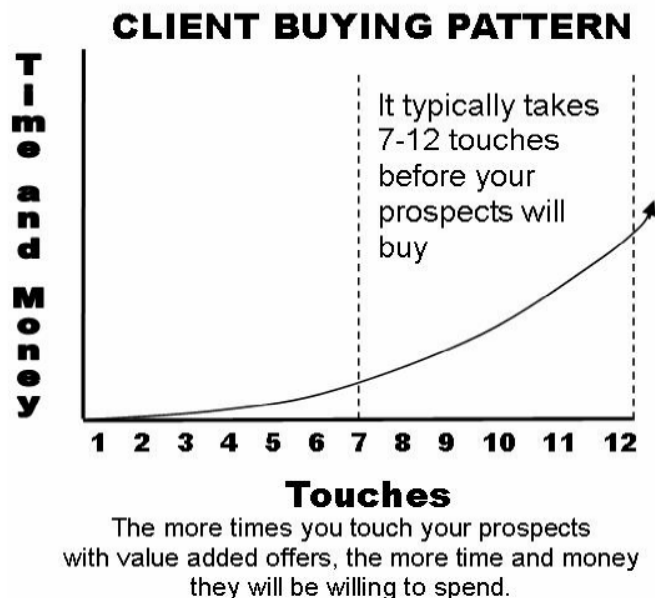
Do not skip this step. It is imperative to your success that you set your goals, write it down, think about these things regularly, and take the necessary steps to achieve them. You will not achieve a goal that you do not have clearly defined. You can also make a vision board that defines your goals and

objectives for your workshop and focus on this regularly.

6. Develop your marketing strategy – If you have an established, targeted list that you have been communicating with on a regular basis, then we recommend you market your workshop by sending the several invitations provided in this packet as well as the articles that are included.

If you do not have a targeted, established list, we recommend that you incorporate the other Achieve Life-Balance products into your marketing efforts first, to gain awareness in your market, attract your audience's attention, and nurture a relationship with free offers.

Typically a new prospect who is just getting to know you and your company will not invest extensive amounts of time and money with you. You have to first develop familiarity, trust and credibility. That is typically why people do not come to workshops from random ads or fliers. They have to first know you before they invest time with you.



Studies show that it takes 7-12 contacts (or touches) for a qualified prospect to

do business with you. 90% of small businesses never contact or touch their prospects more than three times. This Achieve Life-Balance Facilitators Workshop package gives you the opportunity to touch your list through a “multi touch process” 3 times before the workshop, but if you do not have a relationship with your list or prospects, we recommend another 5-8 touches before you begin inviting your list to your workshop. This is simple activity is the most effective thing you can do to increase your attendance rate substantially.

With a multi touch process, you want to communicate on a weekly or biweekly basis to increase awareness of you and your company, and gain interest for your event. When communicating with your target through a multi touch process, you will regularly send them information that is compelling, grabs their interest, and has them wanting more. As part of the Achieve Life-Balance Facilitators Package, we have provided a complete marketing strategy with sales copy and articles that support the workshop topic that you can use in your marketing efforts. We also recommend adding one of the articles to your e-zine promoting the workshop. Sending the Achieve Life-Balance Facilitators Package Audios that are related to the workshop topic, the Special Report and the Teleseminar will go far in making your target aware of you, your offerings, and then your workshop.

If you are hosting the Achieve Life-Balance Workshop along with the Achieve Life-Balance Teleseminar, you will want to plan and market the workshop 1-3 weeks after your teleseminar. The idea is to plan events 2-3 weeks from each other, giving people enough notice to arrange their calendars. If you use these activities combined with the Achieve Life-Balance Special Report and Audio Training Series in leading up to your workshop, you will have “touched” your list a minimum of 8-12 times keeping them excited and interested by providing valuable content relevant to the

workshop topic.

If you have questions about implementing a multi touch strategy, contact us for more information.

7. **Know Your Market** – What are their needs? What places do they go? What periodicals do they read? What internet sites do they go to, and what clubs or organizations are they a part of? What is their pain and what pleasure do they seek, and how can you provide the solution? The more you understand your market, the more you can attract their attention with compelling messages, provide products and services to meet their needs, and become a known expert in your field.
8. **Customize to your market by creating a compelling title** - 'The wonderful thing about the Achieve Life-Balance topic is that it is a highly relevant “human” topic that can apply to just about any market. Everyone can create more success in all areas of their life by being better communicators; they can learn to resolve conflict more effectively and create more life harmony; they can learn skills to manage stress in our fast paced culture; they can learn to create more work/life balance to have more joy and more time for the things that matter most.

While our Achieve Life-Balance Workshop and Teleseminar titles are effective, you will generate more interest if you title your workshop in such a way that speaks to the needs of YOUR target market.

Components of a good title:

People respond to one of two things – avoiding pain or seeking pleasure. Therefore you want your title to solve a problem or provide a solution that your market cares about. Good titles arouse curiosity and make people feel that

you've got knowledge they don't have, but need. And great titles provide a "how to" – they are practical and provide hands on application.

If you think about great titles from books or other products that have captured your attention, you'll discover that they include words such as

Top 10 ways to...

Your guide to...

Seven steps to...

What you need to know about...

How _____ can _____...

Six mistakes that will...

3 Keys to...

Secrets of...

Your map

to... Top tips

for...

10 Ways to Avoid...

Proven Steps for...

Remember, the idea is to speak to their pain and pleasure and provide solutions to solve their needs.

Here are a few examples of enticing titles:

How You Communicate Can Make or Break Your

Business How to Speak So Others Will Listen

7 Keys to Eliminate Conflict and Create Synergy in the

Workplace Communicate With Power and Influence

5 Ways to Connect With Your Spouse on a Deeper Level

So take the time to put yourself in your target market's shoes and think of a

title that will appeal most to them.

9. Other ways to promote the workshop – Consider these other ways to get the word out about your workshop:

- List your workshop with local libraries, community centers, or newspaper calendars.
- Numerous free and paid calendar services. Do a Google search for calendar services in your area. Some popular ones are fullcalendar.com, womenscalendar.org, and craigslist.org.
 - Do you have alliance partners or other connections in the community that will help market your workshop for you?
 - Be sure to market the workshop on your website, with an easy way for people to register.
 - Add it to the signature line of your email.
 - And use your social networking sites to get the word out.

The key is to know your target market, and dedicate your marketing efforts there. You will get a greater response if you are speaking to the needs of your target market with solutions that solve their problems instead of trying to reach everyone with a blanket approach and solution.

10. Customize the material for your target market – Customizing the workshop and marketing material for your target market is very important for you to gain the greatest interest and achieve maximum attendance. In our high tech culture, people are constantly being bombarded with messages and offers, so yours needs to be compelling enough to “rise above the noise”. Therefore, the more targeted and relevant you make your message and the more compelling your offer, the greater likelihood you’ll gain your prospects’ attention.

The Achieve Life-Balance marketing solutions are designed to do just that. The workshops are on highly relevant topics that educate, inform and address peoples’ problems and needs. And that’s what people want – for us to solve a problem and fill a need. Therefore customizing the core content of this package to your target market will be very powerful in gaining attention, interest and action.

During the workshop, you can easily customize the content and will have ample opportunity to tie it to your audience’s needs by making statements or asking questions that relate to your audience.

Asking relevant questions is especially important in workshops because you are interested in engaging your audience and soliciting feedback. Therefore you can teach a concept, and then ask? “How does this apply to you as a business owner? Or, “As women in transition, what makes this so important?”

After teaching a concept, it is always good to solicit feedback from your participants, even simply by asking, “How can you apply this learning in your own business?” “What’s the learning here as it relates to communicating with your spouse?”

You can also make the content more relevant by telling stories, and sharing your experiences.

- 11. Make it viral** – What sorts of fun and interesting things can you do that will compel your list to invite their friends and colleagues? This is the way your reputation, your list, and your business grow.

It is much more fun when someone brings a friend. So tell them, and give them a reason to do so. You can consider giving discounts such as a two for ones or give a discount for early registration. You also can give a gift certificate to the person who refers the most people or hold a drawing for everyone who brought someone and give something away like a book or gift card. It doesn't have to be expensive, but the little things go a long way.

Also, send the workshop invitations to your friends and family and ask them to forward it on to others they know who may benefit from your workshop .

- 12. Set up registration** – You can take orders manually or via email but this is not the most efficient as a long-term plan. If you plan to do workshops or offer products and services online, you will want to set up a shopping cart such as 1ShoppingCart, Pay Pal or Google. People can register through that service and prepay for the workshop. Some shopping cart programs even send emails confirming their order and providing the attendee with workshop details.

It is recommended to have people prepay for the workshop. Your attendance rate will be higher if they prepay than if you allow people to pay on the day of the workshop.

As you do more events and as your business grows, you will want this to be a professional and streamlined part of your business.

13. Do you have products to sell? - If so, make them available at the workshop.

Make your display attractive with pricing visible, and keep it simple. Consider having a friend handle the sales for you so that you can be available to talk to you attendees.

14. Consider co-leading with someone – Co-leading workshops is great

because it gives people some variety and can be great support for you. If you have a business partner, you can plan together, share the tasks of preparation and marketing, share the teaching, and support each other. You can also consider co-leading with an alliance partner, but not a competitor. For instance, if you are a wellness coach, you can have a massage therapist co-lead with you, and you each can speak about your services while not competing with one another.

15. Do a workshop evaluation - This is imperative because it gives you valuable

information on what worked well for the event and what you can improve upon for next time. But most important, you want to ask a few key questions to gauge where the participant is in their decision making process, and what their interests are and then you can provide additional services to meet their needs and continue the relationship (we have included a sample evaluation for your reference).

16. Be sure to have something of value for them to take away from the event. - The participant folder will provide your attendees with great

information from the workshop. Included in your workshop packet are additional handouts that you will give to the attendee as an additional take away. You may also have copies of articles you have written, previous newsletters or other valuable offers..

17. Have a follow-up plan – The workshop is one step in the process of your

prospects getting to know you more and eventually doing business with you. So

how are you going to stay in touch?

The Achieve Life-Balance Workshop has 2 phases of post workshop homework, which is a natural way for you to continue a dialog.

Also, be sure to invite them to join your e-newsletter list (sign up form provided), and ask them if they would be interested to hear about upcoming teleseminars and workshops (provided in the evaluation).

Be sure to send them a thank you for attending afterward with a gift such as another article or additional reading resources (provided in your workshop program). We recommend that you preload this into your auto-responder so that it will automatically send the next day.

Have your next event scheduled so you can begin to promote that as well.

Continue to market to the attendees, giving valuable information, providing compelling offers for free and fee, and inviting them to future teleseminars and workshops. And eventually a large percentage will buy.

18. Be prepared to take orders – It is a good idea to make an offer for your services at the workshop. Some attendees will be far enough in the process with you that they are ready to buy, while others will still be checking you out. Therefore, be prepared to take orders at the workshop. Have a preprinted form (included in your workshop program) that describes the product or service they are purchasing and captures their contact and credit card info. Process the order the next day and send them a receipt.

19. Consider making a special offer – Events like workshops or teleseminars can be a good place to make a special offer for your products or services. Perhaps you may discount your services for the first month, offer something for free when they sign up or offer discounts if they pay in full.

20. Offer a complimentary follow up session – Some people may not be ready to buy at the workshop, but they will want to talk with you further about your products and services. Offer a complimentary follow-up session. This will give you a chance to determine their needs and better explain how your products and services can help them (sign up form provided in your workshop program).

20. The 3 P's – practice, preparation and professionalism - The Achieve Life-Balance Facilitators Package Workshops® are designed so that you do not have to be a content expert, nor do you have to be a professional facilitator. The workshop is expertly designed so that the participants do the learning for themselves while you seamlessly guide them through the process. But in order to do that, you must review the material, be familiar with the process, flow and activities, spend time practicing, and be prepared. It will show in the quality, results and your bottom line!

Be prepared. Have everything set up well in advance of your attendees' arrival. Have all the supplies you need, and have them laid out and organized. We recommend having a supply box that you use at every workshop that includes additional things you may need like name tags, sharpies, tape, stapler, highlighter, scissors, batteries, sticky notes, a writing pad, extra pens, and perhaps a calculator. Being prepared will set the tone for when your attendees arrive and notice your professionalism.

Be professional. Whatever your style, whatever the culture of your target market, just do it well. Make sure you are a positive, professional representation of your company. Make sure that you represent yourself as someone that your prospects would want to do business with.

21. Get testimonials – Be sure to ask your satisfied participants for a written testimonial. Some people do not feel comfortable asking for testimonials, but they are very important for marketing your business. If you are pleased with a product or service you have purchased, usually you are happy to give a testimonial to the company you have purchased from. And your participants will be happy to give you one too, so don't be bashful to ask!

22. Workshop materials – We have provided you numerous documents that you can customize and use for your workshop. The documents include a newsletter sign-up form, product order form, complimentary session sign up form, welcome letter to the participant, workshop evaluation, invitations, event checklist, activity sheets and more.

23. Other opportunities to do workshops – There are other opportunities for you to do workshops for free or fee and generate clients as a result. Consider working with local churches and be willing to offer it for free or nominal fees for church members. Also consider creating an alliance with your local community centers or colleges who offer adult programs.

There are also tremendous opportunities for you to host Achieve Life-Balance Workshops to businesses in your community. Once they have had a successful experience with you, they will want you to come back for more!

Also, there are tremendous opportunities within small businesses, or with organizations and associations who cater to your target market. This is a tremendous opportunity not to be overlooked.

Having a club, organization, association or company to sponsor or endorse your event is a powerful way to use workshops as powerful moneymakers and to grow your business.

- 24. Create your own product** – Creating product is the big buzz in the market these days. And now you can easily create product so you can have passive income too. That's the incredible thing about our Achieve Life-Balance Facilitators Package products - you can audio or video tape them and use them as products in your business, or to promote your next workshop!
- 25. Have fun** – This is the most important of all. It is not worth it if you hate it, dread it, and would rather eat nails. But remember, just like with anything, the more you do, the better you will become, the more comfortable you will become, and the more fun you will have. Your first workshop is going to be much different than your 10th or 20th. This is a VERY powerful way to grow your reputation, your list, and your business. So stick with it and it WILL BE WORTH IT!

Marketing Activities Timeline

Included in your Achieve Life-Balance Facilitators Package Workshops® package is a Marketing Guide with recommendations on how to plan a successful workshop.

Also included in your package are several sales letters including,

- 3 Pre-event invitation emails.
- A follow-up email.
- A promotional flier.
- 3 articles to use for pre and post event giveaways.

Outlined below is a suggested timeline of how to promote your event. As mentioned in the Marketing Guide, ideally you will want to begin your planning at least 6-8 weeks out, and start marketing about 4 weeks out.

Ideally you will want to space your marketing activities 1 to 1.5 weeks apart by following this timeline, providing your list with value that educates and peaks their interest.

Here is a recommended timeline of marketing activities:

TIMELINE	ACTIVITY
6-8 weeks prior	Begin your workshop planning by setting your date, securing a venue, and developing your marketing plan.
4 weeks prior	Send ^{1st} invitation to workshop with an article of interest (invitation and article provided).
3 weeks prior	Send ^{2nd} invitation to workshop and include article of interest (provided).
2 weeks prior	Make calls to your list either in person or using a tele-service inviting them to attend (see below for more information about auto tele-service).
1 week prior	Send “last chance” email prior to workshop (invitation provided).
1-2 days prior	Send confirmation email to confirmed attendees with date, time, location, etc. OPTIONAL: Send an excerpt from the Welcome Letter in the participant folder via email
WORKSHOP DAY	WOO-HOO!
1 day post	Send follow-up email the next day after the event, thanking everyone for coming and include an article (follow-up email and article provided).
1-4 days post	Conduct all scheduled complimentary sessions.
2-3 days post	Follow up with participants to discuss their workshop homework.
2-3 weeks post	Follow up with participants to discuss their post workshop progress.
6 weeks prior	Begin marketing your next workshop!

As you can see, you are “touching” your clients and prospects numerous times throughout this process, all the while giving them great value, developing rapport and servicing their needs. We highly recommend that you incorporate the Achieve Life-Balance Facilitators Package Teleseminar, Speech, Audio Training Program and Special Report into your marketing strategy, so that you can begin planning 2-3 weeks sooner, touch your contact list another 2-3 times, and offer additional value-added services for FREE. We highly recommend incorporating the Teleseminar because then you can audio tape the seminar, send the free link to your list, and “touch” them again with a product of value. You can even make a product out of it!

Remember, it's all about making multiple contacts, giving value, allowing the relationship to develop over time, and eventually converting your prospects to clients, while further deepening your relationship with your current clients.

We've all been on email lists before where we are getting "marketed to" nearly every day, but with nothing of value, only self-serving promotions of their products and services. And how long does that usually last before we are unsubscribing? Not very long. So stay in touch, and give lots of value.

Here's to your success!

Facilitation Guide

Tips to Help Lead a Successful Workshop

At the heart of good facilitation is letting participants discover learning for themselves. As the facilitator, be open to allowing participants to express the learning that is most important to them.

You can do this by first creating a safe learning environment, which means responding neutrally to all participant comments, even those that may be at odds with the majority of the group. It is important to legitimize all contributions.

As well, keep in mind the following facilitation guidelines:

- 1. Begin and end the workshop on time.** Whatever times you determined for your workshop, stick to them. These times have set an expectation in your participants' minds that need to be honored. This may mean that you will have to deviate from the script of this workshop depending on the level of participant discussion that materializes during the course. The most successful facilitators live in the moment and adjust their programs to ensure that participant needs and expectations are always being met.
- 2. Encourage participants to ask questions, and don't be afraid of not knowing an answer.** Learning is not about you imparting your knowledge to others. Instead, learning is about creating a fertile space in which learning grows out of what participants share and reflect upon with each other. Handle questions in a way that encourages participants to express their own thoughts and feelings and to hear from others what they think and feel. When a participant asks you a question, you can answer it yourself, or reflect the question back to the entire group and see what they think. For example, "Great question. What do the rest of you think about it?" Reflecting back to the entire group allows participants to explore and formulate their own answers by drawing upon the personal experience of others. Any time you can encourage participants to share their own thoughts, feelings, and

experiences, rich learning will take place. Participants just want their questions answered; it doesn't matter to them who ultimately provides it, you or the other participants.

3. **Address workshop disruptions subtly.** If participants are talking with one another and not paying attention to the content you want to give, simply stop and be silent. Such patience, especially delivered with a smile, can quietly redirect participants to refocus on the workshop.
4. **Remember that the best learning is entertaining as well as educational.** This workshop has built-in activities to help ensure that participants are engaged during the workshop. Still, it is important to remember that participants will also respond directly to the facilitator's own energy and enthusiasm. Participants will reflect the attitude of the facilitator, it's that simple. If you want your workshop to be received in a positive and enthusiastic manner, it begins with the attitude you bring to the workshop.
Don't rush through the workshop, worrying about whether a topic is ahead or behind schedule. Depending on the makeup of the group and their willingness to interact, chances are that the times allocated to each section of this workshop may be off – some sections taking longer than indicated, while others take less time than indicated. Don't worry about this. Just trust that the overall time allocation for the workshop will work out despite the varying ebb and flow of each section. It is important to give participants the time they need to absorb the material and ask the questions that the content and activities will provoke.
5. **Be unassuming.** Participants in your workshop should really do most of the talking. A good facilitator only says enough to present new content give activity instructions, keep the workshop on track, and sum up what has been learned. Trying to be the center of attention during a workshop or making yourself appear important will most certainly backfire on you. Learning is

fundamentally not about you and your content, but about participants and their learning. Concentrate on making learning happen by throwing the spotlight on your participants instead of yourself. By putting them in the driver's seat of their own learning, you will reap the success you want for yourself.

6. Review this program thoroughly prior to delivering it the first time.

Becoming comfortable with its content, activities, and logistics will help you nail down its flow. This will lend a great deal of credibility to you as participants willingly allow you to lead them through it with confidence.

7. Use affirmations. The idea behind this technique is pretty simple.

Affirmations are like little reminder notes to ourselves to control negative self-talk and turn that talk into something positive. Developing a positive mindset is critical to successfully facilitating this workshop. Before offering it, say and believe these truths about yourself:

- Today, I will embrace the gift that I am to others.
- Today, I will be authentic and real.
- Today, I will release the need to be perfect.
- Today, I will trust that I am prepared and everything will unfold as it should.

8. Do your best. It's important for you to manage your expectations around the number of participants that actually show up at your workshop. If the actual number of attendees is smaller than what was hoped for, don't express disappointment and don't approach the workshop as unsuccessful. Instead, act as if whatever number of participants show up is exactly the number you planned for. Always give 100% no matter how many participants you have in front of you. This way, your participants get all of you, and a deeper learning experience is assured.

Connecting With Participants

You will likely have a wide variety of people attend your workshop. These people will come with quite different backgrounds, personal experiences, and their own trial & error with this topic. With this in mind, it would be helpful for you to keep in mind the following points to ensure that all get the most out of this workshop:

1. **Real people, real lives.** Acknowledge that your participants come to your workshop having lived real lives. They come with their own set of challenges, tribulations, and deeply felt disappointments. Acknowledging this, letting everyone know that the perfect answer, the perfect way of behaving, and the perfect way of appearing before others isn't necessary. Realize that imperfection can be part of this workshop, and that it's okay for all involved to safely open up and explore without being made to feel wrong or inadequate.
2. **I care.** It's important for you to personally care about this material. In fact, the best way to 'sell' these concepts to others is to realize the impact they have had on you in your life. So share with workshop attendees your own learning, as well as vulnerabilities, that have happened with the materials you are about to present. Be human from the start, and people will be willing to engage with you and learn from you.
3. **Resistance is part of learning.** You may experience participants pushing back on the content from time to time. Don't be afraid of this resistance, and certainly don't take it personally. This is all perfectly normal. At times, learning something new can appear threatening. By accepting a new concept, we essentially have to also accept the fact that some of our previous beliefs around an old way of thinking were inadequate. This is okay. It's like buying a new shirt; often, it's important to try it on first to see how it will look before we are willing to purchase it. If participants resist, keep in mind that that resistance also means they are paying attention to what is being presented and taking it seriously enough to dance a little bit with it.

4. **Clearly beneficial.** The point above speaks to the need facilitators have of making sure participants know how the material being covered will benefit them personally. We likely let go of what we are currently holding on to only when what's new is seen as a clear benefit to us. Always let participants tell you, rather than you telling them, how a new concept could be of benefit to them. This way it's personal, and whatever is personal, is far easier to ultimately buy and own.
5. **World relevance.** Those real lives of your participants don't take a break just because they are attending your workshop. Like you, your participants probably have lives that are way too busy, and way too hectic. The only way to capture their attention and keep it is to constantly be making this workshop and its content relevant to the worlds of your participants. Remember, the topic of this workshop can easily be customized to speak to your market audience:

For example, every section of this workshop can also be customized to speak to your market audience:

- “As a divorced woman, what's important about having a vision for the next phase of your life?”
- “How does conflict happen in the workplace?”
- “How does more effective communication skills affect your relationships with family members?”
- “As a small business owner, how does your team understanding their impact as leaders benefit the company?”

Whichever niche you are working with, make sure this workshop centers around those concerns, those stories, and those challenges.

6. **Giving feedback.** Feedback is important in helping participants learn. Feedback is given not only through your comments, but also through your body language.
7. **Being powerful.** You are a powerful person - remember that. Don't allow your facilitation to be marked by doubts and insecurities. When you are in front of your participants delivering this workshop, be there with confidence, and know that you have something of value to offer.

Your participants – no matter how large or small the audience – have come to learn, and to learn from you. Certainly they will gain knowledge from the information you provide them, but they will also learn from interacting with you. Your entire body is an instrument for learning, and there's no doubt that you want to be sending the right message.

Also, don't pretend to be somebody you're not when you facilitate this workshop. If you do, your audience will know it. They'll be able to sense it, and because of that, they won't fully give you their trust.

Before giving this workshop, take a look inside yourself and recognize the truth of who you are. You are a unique individual, with special power and grace. Know that you have something original to offer when you allow the real you to emerge before the eyes and hearts of others.

Feel connected to the experience of teaching others, and make each of your participants feel as if you are talking directly to them.

Remember: We are here to support you in your success. We offer consultations to answer whatever questions you may have and help you deliver a successful and profitable workshop.

Participant Folder

Participants Folders

Within this section are recommendations, along with the necessary documents, to set up the participants' folders. You will want to purchase inexpensive pocketed folders and place the documents listed below in each side.

LEFT SIDE:

- Your business card.
- Brochure or flier explaining your products and services.
- List of upcoming events (if you have them scheduled).
- Offer to do other workshops, teleseminars or speeches for their company, club or organization and list your topics of interest.

RIGHT SIDE:

- Welcome letter (Included).
- Agenda - (Included).

(The following documents will be added to the participant's folder throughout the workshop).

- Activity Sheets – (Included).
- Handouts - (Included).
- Workshop Evaluation (Included).
- Follow-up Homework - (Included. Great to use to follow up with the participants).

(Your logo here)

(Date)

Dear Workshop Participant,

Welcome! And thank you for participating in our workshop on FINDING BALANCE – Reclaim Your Time and Live a More Fulfilling Life. We are excited to have you! We are sure you will gain great insight during this course, and learn some valuable information that you will be able to easily apply in your life to begin creating a life of balance and fulfillment.

Life balance is something that many people strive for, and yet it seems to elude them. At just the moment when life feels like it's "in balance," something happens to throw it off. Some people recover and continue their pursuit of balance; some throw in the towel; and others never bother with life balance in the first place.

The elusiveness of balance is what makes it so challenging. The very nature of the world and the constant motion that life creates makes it impossible to achieve absolute balance. The only constant in life is change.

Life balance is not a permanent or absolute state. It's actually a state of mind that allows you to make the micro-movements that are necessary to pursue fulfillment. It is dynamic and elusive.

Even though absolute balance may be impossible, the good news is that you can pay attention to where your life is out of balance and you can take steps toward improving your balance. You have corrective mechanisms that help you adjust and recover. Ultimately, that's what finding life balance is all about – adjusting and recovering.

Said another way, life balance is all about the choices you make throughout the day. The other good news is that when it comes to finding balance in life, the little choices can have a big impact on your life balance.

In this workshop on finding balance, you will:

- take a hands-on approach to finding life balance.
- learn practical and motivating techniques for creating awareness,
- discover your desires,
- address obstacles,
- embrace resources, and
- take action toward achieving a more balanced life.

Again, thank you for joining us today and here's to an enjoyable workshop experience.

Your name

(Your contact info here)

(This document was sent to you in a downloadable, editable form for you to customize as needed.)

Achieving Life-Balance

A Journey in Self-Discovery.

Workshop Schedule

Topic

1. Course Overview & Logistics
2. Introduction – A Shopping Spree
3. The Four Phases of Finding Balance
4. Awareness Phase
5. Desire Phase

Break

6. Influences Phase
7. Life Balance Worksheets
8. Action Phase
9. Course Review and Application

Before the Workshop➔

Materials Required

Materials

The following materials will need to be acquired prior to running this workshop:

- Pen or pencil for each participant.
- CD player and CD music.
- 3 x 5 index cards (at least 30 cards per participant)
- Paper clips or small binder clips (at least one per participant)
- Play money* (at least \$168 per participant)
- Envelopes for holding the play money (1 per participant)
- 4 placards that represents the 4 Phases: Awareness, Desire, Influences, and Action (1 set of placards per 4-person group; e.g., if you have 20 participants, you will need 5 of each placard)
- Medium or large balloons, not inflated (1 per participant, but have extras in case any of them pop; try to get light-colored balloons – like yellow, pink, and light blue – because participants will need to write on them.)
- Soft-tip Markers for the balloons. Dark-colored permanent markers may work best. (at least 1 per participant)
- Obstacle Cards (4 cards per set; 1 set per group of 4 participants)
- Flipchart or poster board.
- Colored markers for flipchart or poster board.
- Timer or clock.

* **Play money:** It is recommended that you purchase packets of Monopoly[®] money or other preprinted play money so that the money is durable enough to re-use each time you lead this workshop. If you prefer, you may print your own money using the templates at the back of this Guide, but money printed on regular paper is not as durable as professionally manufactured play money so consider using a heavier weight paper. You will need enough money so that each participant has at least \$168. Here is the recommended allocation of bills for each participant:

- $2 \times \$20 = 40$
- $4 \times \$10 = \40
- $10 \times \$5 = \50
- $38 \times \$1 = \38

Activity Sheets

You will also need to make copies of the following activity sheets, which are located at the back of this instructor's guide:

- Time Allocation, Part 1 (worksheet) - two per participant (one copy used during the workshop, the other copy used for homework)
- Time Allocation, Part 2 (worksheet) - two per participant (one copy used during the workshop, the other copy used for homework).
- Action (worksheet) - two per participant (one copy used during the workshop, the other copy used for homework).
- Shopping Spree (worksheet) - one per participant.
- Common Life Activities (handout) – packet of seven worksheets for each participant.
- Workshop Feedback Form – one per participant.

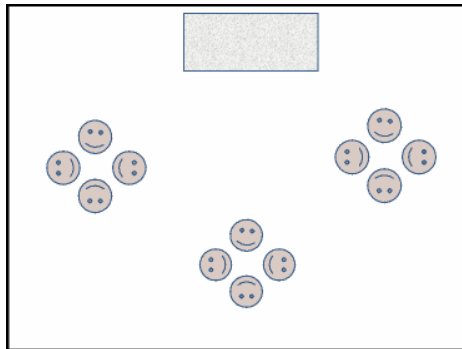
Handouts

The following handouts are not needed as part of the workshop. They are just additional information you can give to participants to increase their sense of value from the workshop. Make enough copies for all to have.

- Four Phases for Finding Life Balance

Room Set Up

- Before your participants arrive, you will need to set up the room. The room's set up will be based on the number of participants you have and how many small groups of 4 you will be creating. If the number of participants is not divisible by 4, you will need to create one or two groups of 3.
- First, arrange the room so that participants will be seated in small clusters of 3 or 4 participants. The participant will be working within their small groups throughout the workshop.



- Next, set up the Supplies table. At indicated times during the training, the small groups will go to the Supplies table and pick up the materials they will need for the next set of activities. The purpose of this is to create movement during the workshop so that participants are not sitting the entire time.



Supplies Table

- Set up your Supplies table with the following four “zones,” with each zone representing the four phases for finding life balance: Awareness, Desire, Influences, and Action. Each zone will contain most of the materials that the participants will need for the activities within each phase.

Awareness: one Awareness placard per group, \$168 in envelopes (1 per participant), and 3 x 5 cards (about 30 per participant)

Desire: one Desire placard per group, balloons (1 per participant), and permanent markers (1 per participant)

Influence: one Influence placard per group

***Action:** one Action placard per group, Action activity sheets (1 per participant)

Other Recommendations

- Music can be used in a variety of ways to aid in learning. A silent workshop room can actually be unsettling. Use appropriate music during the workshop and invest in a CD player.
 - Use upbeat, positive music to greet participants and set a fun tone for the workshop.
 - Use relaxing, instrumental music to help participants reflect during activities.
 - Use dramatic music during the course review and ending portions of your program.

Conducting the Workshop



Learning Outcome

By the end of this workshop, participants will have created a plan to bring more balance to their lives. They will have assessed how they would like to be spending their time, the obstacles that might be standing in their way, the resources that will provide support, and the joy of living a life that is more fulfilling than what they are currently experiencing.

Workshop Benefits

Participants in this workshop will take a hands-on approach to learning what it takes to find life balance. They will learn practical and motivating techniques for creating awareness, discovering their desires, addressing obstacles, embracing resources, and taking action toward achieving a more balanced life.

The benefits of this workshop include:

- Gaining awareness about how they are spending their time and how they'd prefer to spend their time.
- Determining why they want to change how they spend their time.
- Identifying the obstacles that hinder balance and the resources that support finding it.
- Establishing the actions they will take to achieve more balance.

Course Contents

Part I – Awareness

- Introduction – Shopping Spree
 - What choices do we make when our resources are limited?
 - This component features a shopping spree in which participants have to make decisions about how they will spend their money. It's a parallel for how people spend their time, another limited resource.
- The Four Phases of Finding Balance
 - What is the process for finding balance in life?
 - This component features a brief lecture in which the facilitator gives an overview of the four phases of finding life balance.
- Introduction to Awareness: Eyes Wide Shut
 - What happens when you live your life without giving it your full attention?
 - This activity simulates the results people get when they aren't paying full attention to their lives.
- Awareness: What Is My Current Situation?
 - What is my current situation?
 - This component has participants assess how they currently spend their time so that they can begin objectively assessing their level of satisfaction.
- Awareness: How satisfied Am I?
 - How satisfied am I?
 - This component has participants use a 1-10 scale to determine their level of satisfaction with how they currently spend their time.
- Awareness: What Dissatisfies Me About My Current Situation?
 - What dissatisfies me about my current situation?
 - This component has participants describe what is dissatisfying about some of their life activities

- Awareness: What Satisfies Me About My Current Situation?
 - What satisfies me about my current situation?
 - This component has participants describe what is satisfying about some of their life activities

Part II – Desire

- Introduction to Desire: Breathing *Life* into Your Life
 - How is a balloon a metaphor for life?
 - Participants blow up a balloon and describe how it is a metaphor for life.
- Desire: How Do I Want to Spend My Time?
 - How do I want to spend my time?
 - Participants re-design their lives by deciding how they WANT to spend their time.
- Desire: What Excites Me About My Desired Activities?
 - What excites me about my desired activities?
 - Participants describe what excites them about the way they've re-allocated their time.

Part III – Influences

- Introduction to Influences: Handling Life's Obstacles
 - What obstacles threaten my life balance?
 - Participants "pay" for obstacles that need to be overcome.
- Influences: What Obstacles Might Keep Me from Enjoying My Desired Life?
 - What obstacles might keep me from enjoying my desired life?
 - Participants identify internal and external obstacles that exist within their lives.
- Influences: What Resources Will Help Me Achieve My Desired Life?
 - What resources will help me achieve my desired life?
 - Participants identify internal and external resources that exist within their lives.
- Life Balance Worksheets

- Participants transfer the information they've collected so far and write it on the activity sheets.

Part IV – Action

- Introduction to Action: Little Is the New Big
- What is the difference between little actions and big actions?
 - This component shows participants that even little actions can have a big impact on their lives.
- Action: Where's My Focus Going to Be?
 - Where's my focus going to be?
 - Participants choose one area of their lives to focus on for the purpose of narrowing down the actions they will be taking.
- Action: What Is My Plan of Action?
 - What is my plan of action?
 - Participants create an action plan focused on one area of their life that will take them closer to finding life balance.
- Course Review/Application
 - What from this workshop do I want to take and apply in my life?
 - This component includes an activity that reviews the four phases of life balance and an activity in which the participants describe their biggest learning from the workshop.

Workshop Schedule

Time is the most valuable resource any of us have. As pointed out earlier, stay true to when you said you would start and end your workshop. The following agenda can help you with this goal, but remember, this agenda is meant to be a guideline and not a hard and fast schedule to keep. Be flexible and trust that if one section goes beyond the time listed, another section will likely come in shorter, thus allowing you to finish on time.

Topic	Time Estimate
Part I - Awareness	
Course Overview & Logistics	5 min
Intro Activity – A Shopping Spree	15 min
The Four Phases of Finding Balance	10 min
Intro to Awareness: Eyes Wide Shut	10 min
Awareness: What Is My Current Situation?	15 min
Awareness: How Satisfied Am I?	10 min
Awareness: What Dissatisfies Me About My Current Situation?	5 min
Awareness: What Satisfies Me About My Current Situation?	10 min
Part II - Desire	
Intro to Desire: Breathing Life into Your Life	10 min
Desire: How Do I Want to Spend My Time?	10 min
Desire: What Excites Me about My Desired Activities?	5 min
Break	10 min

Part III – Influences

Intro to Influences: Handling Life's Obstacles	20 min
Influences: What Obstacles Might Keep Me from Enjoying My Desired Life?	10 min
Influences: What Resources Will Help Me Achieve My Desired Life?	15 min
Life Balance Worksheets	10 min

Part IV - Action

Intro to Action: Little Is the New Big	5 min
Action: Where's My Focus Going to Be?	5 min
Action: What Is My Plan of Action?	15 min
Course Review	5 min
Course Application: How Will Your Life Be Different?	10 min
Total Time	3.5 Hours

Step #1 – Prepare Participants for Learning

Preparing participants to learn is a critical step. This step arouses interest in participants, generates positive feelings about the learning they are about to experience, and gets them primed to learn. Without it, many mental blocks within participants may limit the effectiveness of their learning.

Some of those mental blocks include:

- Fear of looking stupid in front of others.
- Uneasiness in interacting with people they don't know.
- Fear that the workshop will point out significant deficiencies in their own character.
- Fear of the change that comes along with personal growth.
- Personal situations outside the workshop that are occupying their minds, thus their attention.
- Concern over the workshop being boring.
- Fear of not being able to accomplish assignments within the workshop.
- Fear of failing or not meeting with success.

Create a positive learning environment by humanizing the workshop, letting participants know that they will be successful, and that the learning they are about to take on will be tremendously beneficial. Other ways to create a positive learning environment can be found on the next two pages of this guide.

The importance of getting off to a good start cannot be overstated. What you say and do in the first few minutes of the program can make all the difference in the world between a rich learning experience for participants and a frustrating expectation of what lies ahead for the next several hours.

Time	Content	Notes
TIME	WORKSHOP CONTENT BEGINS HERE:	NOTES
	Create a positive learning environment:	Materials
	Arrival of Participants:	Energizing music CD and CD player
	<ul style="list-style-type: none"> ▪ People may enter the workshop with some concern about what will be expected of them. ▪ Make sure you take some time to welcome and say hello to everyone as they arrive to the workshop. ▪ Set a positive tone that conveys that you are down to earth, approachable, and grateful for each participant's attendance in your workshop. 	

Play music:

Play energizing music as learners entered the room.

- Select appropriate music to set the mood for the workshop.
- Play the music as learners enter, mingle, and find their seating.
- Let the music play as the learners get to know each other before the program finally begins.

Set the Stage for Productive Interaction:

- Once the workshop begins, set the expectation for participants of the importance of interaction in discourse and that you want to make this session as productive as possible for them.
- Let participants know from the start that they will not be passive attendees, but active creators of learning, during the workshop

Time	Content	Notes
	Other Positive Suggestions You May Want to Offer When the Workshop Begins.	
	<ul style="list-style-type: none"> ▪ Let participants know that they will find this workshop fun, interesting, and enjoyable. ▪ Everyone will be helping each other with mastering the workshop's content. ▪ Also, let participants know that they will be successful at learning in this workshop, and will walk away with the valuable information that can make a difference in their lives. 	
5 Min	Course Overview & Logistics Participants will learn best when they feel that the learning has relevance and value for them. Knowing the overall content of the course ahead of time will give them a sense of what is going to be covered. It also arouses the participants interest in the course and what is going to be beneficial for them.	

Facilitator: “Before we begin, let me take a moment to review with you the agenda for this workshop and what we will be exploring.”

Directions:

1. Review with participants the agenda for the workshop by breaking down what will be covered and what they can expect from each topic that will be covered:
 - Shopping Spree
 - What are your choices and how do you decide what to buy?
 - The Four Phases of Finding Balance:
 - What is the process for finding life balance?
 - Phase 1: Awareness
 - What parts of your life are satisfying and what parts are not?
 - Phase 2: Desire
 - how do you really want to spend your time?
 - **Break – 10 Minutes**
 - Phase 3: Influences
 - What obstacles may impair your ability to find life balance and what resources will aid you?
 - Phase 4: Action
 - What actions would you take to find life balance?
 - Course Review/Application
 - What from this workshop do I want to take and apply in my life?

Time	Content	Notes
	Housekeeping: Workshop Logistics Explain the logistics of the workshop. <ul style="list-style-type: none"> ▪ Workshop beginning and end times. ▪ 10 minute break halfway through the workshop. ▪ Restrooms, nearest location. ▪ Cell phones and pagers, on vibrate, or turn them off. ▪ Emergency procedures, how to exit the building. 	
15 min	Intro Activity -A Shopping Spree An introductory activity communicates a great deal to participants about the workshop. This activity will relate directly to the topic at the same time it grabs the participant's attention. Activity Objective: participants make choices about how they would like to spend their time.	Materials Shopping spree activity sheet, pen or pencil.
Facilitator Says:	<p>“You are here because you are interested in finding better life balance. One of the central challenges related to life balance is the issue of choices. There are a lot of choices to make with how to spend your time - more choices than you have time for.</p> <p>So let's begin by getting in touch with what it's like to make choices. You're going to go on a shopping spree, and you have to make choices about what you'll be buying.”</p>	

Directions:

1. Tell participants how to proceed with the activity:
“You will receive an activity sheet called “Shopping Spree.” The activity sheet has a list of items that you will choose from each of them will cost you \$24, and you have a total budget of \$168. When you do the math, it means you can buy up to seven items.
One of the items is a “Wild Card.” With that item you create whatever you like.”
- Note:** If anyone asks about the significance of the \$168 tell them that it will become apparent later [The \$168 represents the total number of hours in a week.]
2. Give each participant one copy of the Shopping Spree activity sheet and make sure everyone has a pen or pencil.
3. Allow participants just two minutes [create a sense of urgency so that they don't over think their decisions] as they proceed with the activity individually.
4. Have them put check marks next to the items they select. They can select up to seven items ($7 \times 24 = \$168$).
5. At the end of the two minutes, your participants of a few extra minutes to introduce themselves to the other people sitting at the table, and to quickly review with them the choices they made with their \$168.

Time	Content	Notes
	<p>Debrief the activity with the entire group:</p> <ul style="list-style-type: none"> ▪ Did you spend all of your money? <ul style="list-style-type: none"> ○ If so, why? ○ If not, why not? ▪ What guided the choices you made? ▪ What do your choices say about you? ▪ What was it like to limit your choices to only seven items and deny yourself some of the items you wanted? ▪ What's the take-away lesson for you? <p>Key Concepts (tie to activity)</p> <ul style="list-style-type: none"> ▪ Most resources are limited. We have to make choices in how we allocate or use our resources. ▪ It is important for us to have a sense of what is guiding our choices - such as the values or priorities that motivate us. 	

Step #2 - Content Presentation & Practice

This is the part of the workshop where participants first encounter new knowledge.

True learning means the participants acquire a deeper understanding of a topic by the pushing part of the boundaries of their own awareness of the concept.

This means participants become conscious of new ideas and possibilities through their own discovery and experience of the topic. In other words, total participant involvement is necessary. Learning is not passive; it's not an act of consumption. Instead, learning is an act of creation.

What participants think, say, and do is more important than what the facilitator thinks, says, and does. The facilitator's role is simply to initiate the learning process and then get out of the way.

During the workshop, participants will engage in a variety of learning activities where they will experience, discuss, and reflect upon the content for themselves rather than just having it spoon fed to them by the facilitator.

10 Min Content

The Four Phases Are Finding Balance

Activity Objective: participants connect with the concept of awareness.

Time	Content	Notes
Facilitator Says:	<p>“As you experienced in your shopping spree, making choices is in unavoidable part of life. There are a lot of opportunities to make choices, including where you put your attention.</p> <p>I have a four-phase process that will help you manage where you put your attention. This workshop was designed around the four phases.</p> <p>The Four Phases Are:</p> <p>Note: to help participants a track of their process through the four phases, right before keywords (in bold below), on flip chart paper or on a whiteboard, and keep these four words in view throughout the workshop.</p> <ol style="list-style-type: none"> 1. Awareness: How do you currently spend your time? What is satisfying to you? What is dissatisfying? 2. Desire: How do you really spend your time? What needs to change? What excites you about making these changes? 3. Influences: What are the obstacles that will get in your way of finding life balance? What resources will help you find life balance? 4. Action: What will you do to find life balance when you leave this workshop? <p>Throughout this workshop, you'll be working in a small group. After you get into your small groups, will explore the first phase of finding balance - Awareness.</p> <p>I also have a table set up with the supplies you need for today's activities. When we begin each of the four phases, I'll have to go to the supply table and get the things you need or the activities.”</p>	

TIME	CONTENT:	NOTES
Learners Do	<p>Directions:</p> <ol style="list-style-type: none"> 1. If participants are not already arranged in small groups of four, then arrange them accordingly. If the number of participants is not equally divisible by four, then you'll need at least one group with three members. 2. Have groups pick up the following supplies needed for the Awareness phase: <ol style="list-style-type: none"> 1. Awareness card [one per group] 2. Blank paper [one per person] 3. Common Life Activities handout [one per person] 4. A stack of 3 x 5 cards [50 to 60 cards per group] 3. When participants returned to their seats, ask them to read the phase on the Awareness play card: "You can't manage what you can't see." 4. Ask: "what does the message on your play card mean to you?" Invite a few participants to share their comments. 	
10 Min	<p>Intro To Awareness: Eyes Wide Shut</p> <p>Activity Objective: participants simulate what it is like to live with their eyes closed.</p>	
Facilitator Says	<p>"Awareness is defined as having knowledge, being informed, or being conscious. The first phase of finding life balance is about creating awareness. Our next activity is designed to create awareness.</p>	

Time Learners Do	Content Directions:	Notes Materials
	<ol style="list-style-type: none"> 1. Have participants take one piece of blank paper. 2. Have them position the blank paper in front of them on a hard surface [on the table, desk, or notebook], so that they can have a hard surface for writing. 3. Introduce the activity: <p>“I will be guiding you through the process of drawing your life. You'll be drawing a series of objects with your eyes closed. I'll tell you exactly what to draw. Just follow my instructions.</p> <p>You don't have to worry about being an artist or drawing anything perfectly, your eyes will be closed anyway. There is a point to this activity, and it's not about you being an artist.</p> <p>If drawing with your eyes closed makes you uncomfortable, then notice that discomfort and try it anyway. This activity will only work if you're willing to close your eyes. Your eyes will be closed for only a few minutes.</p> <p>Also, please do not talk or ask questions during the activity. Just do your best to follow my instructions. If you are unsure about what to do, that's okay. Just listen closely to my instructions and do your best.</p> <p>Are there any questions before we get started?”</p> 4. To begin the activity, give the following instructions. <p>Note: Be sure to pause in between each step to give participants time to draw.</p> 	<p>Blank paper and pen or pencil</p>

Facilitator: “Our work-life balance is a lot like that see-saw: each of our actions or activities in one area of our life – no matter how small or big – causes a small or big shift somewhere else. Let's introduce a definition for work-life balance that we will use for the remainder of this call”

Time	Content	Notes
	<ul style="list-style-type: none"> ▪ Close your eyes. ▪ In the center of your paper, draw the outline of your house - as though you are viewing it from the front lawn, if you don't live in the house, then broadly aligned of your dream house. [Pause] ▪ It's a beautiful day and the sun is shining brightly. Draw the sun. [Pause] ▪ Every house needs an entryway. Draw the front door to your house. [Pause] ▪ Although it's a bright day, those winter nights are cold. Draw a chimney. [Pause] ▪ Did you draw doorknob on the front door? If not, go back and draw the doorknob. ▪ We need a big beautiful shade tree on your front lawn to keep the house cool in the summer. Draw in your shady tree. [Pause] ▪ We want to be able to look out of our house. Draw some windows in your house. [Pause] ▪ It would be nice to have a garage for the car. Draw your garage. [Pause] ▪ Oh, we need a brick walkway from the street to the front door. Draw your brick walkway. [Pause] ▪ Oh, I almost forgot: we need a driveway to get to the garage. Draw your driveway. [Pause] ▪ I just love homemade orange juice from a homegrown tree. Don't you? Draw your orange tree and put a few oranges on it. [Pause] ▪ We need a car so we can get around town. Park your car in the driveway. [Pause] ▪ To ensure some privacy, we need curtains for the Windows. For each of your windows, draw in curtains or blinds. [Pause] ▪ Let's make the front yard look a little prettier by planting some flowers. Draw some flowers. [Pause] 	

- Are you eager to see your drawing? Open your eyes.

Note: There should be lots of laughter as participants look at the drawings.



5. Allow participants a couple of minutes to process their laughter and to share their drawings with each other.

Time	Content	Notes
Facilitator Asks	<p>6. Debrief the activity:</p> <ul style="list-style-type: none"> What was it like for you to draw with your eyes closed? [The point: we may have an idea of what we want, but the execution to achieve that vision is often restricted or hampered.] What does this activity have to do with finding life balance? 	
Facilitator Reviews:	<p>Key Concepts [Tie to activity]</p> <ul style="list-style-type: none"> You can't manage what you can't see. It may seem easy to live life with your eyes closed, but it doesn't create a satisfying life. Without awareness, the results are hit and miss. The results may resemble what we want, but are not clearly what we want. <p>In order to find life balance, we have to be aware of how we are leaving our life so that we know what to keep and what to change. We need to be purposeful.</p>	
15 Min	<p>Awareness: What Is My Current Situation?</p> <p>Activity Objective: Participants identify how they are currently spending their time.</p>	<p>Materials</p> <p>“Common Life Activities handout, 3x5 cards</p>
Facilitator Says	<p>“The Awareness phase is made up of two questions:</p> <ol style="list-style-type: none"> How do you currently spend your time? How satisfied are you with how you spend your time? <p>Let's look at the first question: how do you currently spend your time?</p>	

**Learners
Do**

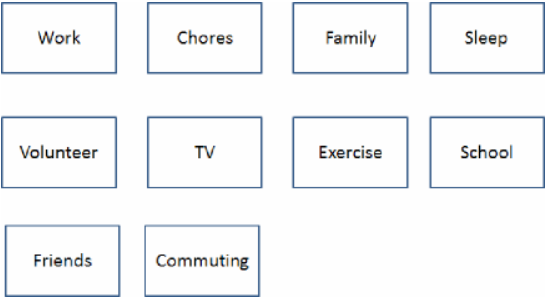
Directions:

1. Have participants open up the envelope of money that they picked up from the supply table [each person should have his/her own envelope]. They should verify that they each have \$168.
2. Ask them: what do you think is significant about \$168? [This is not a number that has much meaning to most people, but 168 represents the total number of hours in a week.] If they do not figure out the significance of 168 hours, tell them what it represents.
3. Have participants refer to the Common Life Activities handout.
4. Have participants briefly look over the list of common life activities. Ask: Are there any other common activities that are not on this list?
5. Have participants add additional activities, if any, to their list.
6. Instruct participants to write activities applicable to their life on the 3 x 5 cards. They will write ONE activity per card.
7. Ensure that participants have access to enough 3 x 5 cards so that they can write down ONE activity per card. For example, if someone identifies with eight activities, he/she will need eight cards.

3 x 5 Cards

Time	Content	Notes
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- Have participants spread out their cards in front of them so that they can see all of their own cards. [Face up]



- Giving participants about 10 minutes, have them distribute their \$168 among all of their activity cards. Give them the following instructions:

‘Remembering that you have only 168 hours each week, think about a typical week in your life. How do you spend your time?

Use your money to show how you distribute your time across your activities. Each dollar represents one hour.

For example, if you typically sleep seven hours a night, that's 49 hours of sleep each week. Place \$49 next to the 3 x 5 card that says “Sleep.”

- Ensure that they distribute all of their \$168. When they are done, have them write their time allocations on the bottom left corner of their 3 x 5 cards.



10 Min Awareness: How satisfied am I?

Activity Objective: Participants assess how satisfied they are with their current situation.

Facilitator Says “The second step of the Awareness phase is to assess how satisfied you are with your current situation. Your level of satisfaction will help you decide where you want to make changes in your life. The things that satisfy you, you will probably want to keep. The things that they satisfy you, you will probably want to change.”

Learners Do **Directions:**

- Describe the satisfaction scale participants will be using.
“You will be using a scale from 1 to 10 to describe your level of satisfaction with each of the activities on your 3 x 5 cards:
1 = Completely **Dis**-satisfied
10 = Completely Satisfied”
- Have participants write the number that represents their level of satisfaction on the top left corner of each of their 3 x 5 cards.

Facilitator Asks



- Debrief the activity:
 - a. Look at the activities that are on the dissatisfying end of the scale. What do you notice?
 - b. Look at the activities that are on the satisfying end of the scale. What do you notice?
 - c. What are your cards trying to tell you?

Time	Content	Notes
5 Min	<p>Awareness: What This Satisfies Me about My Current Situation?</p> <p>Activity Objective: participants identified what is dissatisfying about their low rated activities.</p>	
Facilitator Says	<p>“The next thing to do in this process is to describe what is dissatisfying about some of your activities.</p> <p>This is a significant step because dissatisfaction indicates that something needs to change. So, with this step, I'm asking you to get in touch with the pain that some of your activities create in your life: either in the pain that's caused by not having enough of that activity in your life, or, the pain that's caused by a lack to be that you don't enjoy.</p> <p>I promise we won't spend much time here, but it's important for you to think about why you are dissatisfied.”</p>	
Learners Do	<ol style="list-style-type: none"> 1. Have participants select up to three activities that are on the dissatisfying end of the scale. If they only have one or two dissatisfying activities, that's fine. They can just work with one or two. 2. For each of the dissatisfying activities they selected, have them write on the back of their 3 x 5 cards a description of what is dissatisfying about this activity. Allow participants about two minutes to write down their thoughts. 	
10 min	<p>Key Points to Make After These Activities:</p> <p>Activity Objective: participants identified the enjoyment that their satisfying activities create for them.</p>	

Learners Do

Directions:

1. Have participants select up to three activities that are on the satisfying end of the scale. If they only have one or two satisfying activities, that's fine. They just can work on one or two.
2. For each of the satisfying activities they selected, have them write on the back of their 3 x 5 cards a description of the enjoyment they get when doing these activities. Allow participants about five minutes to write down their thoughts.
3. Then have participants find the partner with whom to share ONE dissatisfying activity and ONE satisfying activity.
 - The participants can pair up with anyone in the room. If you have an odd number of participants, have one group formed a trio.
 - The pairs take turns sharing the discomfort created by the dissatisfying activity and the enjoyment they get from the satisfying activity. Allow each partner about two minutes to share.

Facilitator Asks

4. Debrief the activity:
 - What are your dissatisfying activities trying to tell you?
 - What are your satisfying activities trying to tell you?

10 Min Intro to Desire: Breathing Life into Your Life

Activity Objective: Participants describe how will balloon is a metaphor for life.

Materials

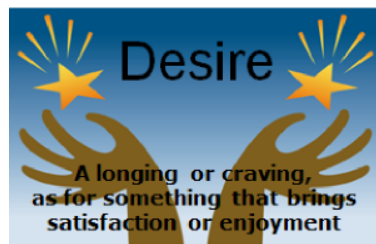
Desire placards, balloons, soft-tip permanent markers, paper clip or binder

Facilitator Says

“When we become aware of our current situation, and then identify both our satisfaction and dissatisfaction, we have prepared ourselves to look at what we really want in life.

This brings us to Desire: the next phase in the process..”

Time Learners Do	Content	Notes
	<p>Directions:</p> <ol style="list-style-type: none"> 1. Have groups pick up the supplies needed for the Desire phase from the supplies table. 	



- Desire placard [placard, one per group]
 - Balloons [one per person]
 - Soft-tip permanent markers [one per person]
2. When participants returned to their seats, ask them to read the phase on the Desire placard: “A longing or craving, as for something that brings satisfaction or enjoyment.”
 3. Ask participants: “what is your reaction to the definition of desire?”

Note: some people don't like the word “desire.” It may feel self-indulgent or go against the value of taking what comes. If anyone reveals discomfort with the word desire, assured them that the idea behind the word desire is to be clear about what you want because it will help you know what to look for in life.
 4. Have each participant take a balloon, blow it up, and tie a knot at the end.
 5. Tell participants that their balloons are a metaphor for their lives.
 6. Have them find a new partner to work with. If you have an odd number of participants, form a trio.
 7. In their pairs, ask each person to complete the following sentence [allow one or two minutes total]:

“This balloon is like my life because . . .”

**Learners
Do**

8. After the pairs discussion, have participants returned to their small groups, then say:

“To me, a balloon represents fulfillment in my life.”

Imagine having the ability to fill your life with satisfaction and enjoyment just as easily as you blew air into your balloon. Imagine how expensive and flexible your life would feel if you engaged in more satisfying activities. Imagine if you were in control of how big or small your life is, just like you controlled how big or small your balloon got.

Of course, balloons can pop when they get worn out or filled with too much error. Life is like that too: when we are doing too much, we feel stretched, worn out, and tired. We can only tolerate so much before we pop.

So, instead of worrying about popping, let's focus on what fills us up.”

9. Now have participants write a word or short phrase on their balloons [using the soft tip permanent markers] that answers the question below they can write their answer anywhere on the balloon:

“What fills you up [that is, brings you fulfillment] in your life?”

Note: tell the participants that they will be writing more things on their balloons, so they should make their words a moderate size.

10 Min

Desire: How Do I Want to Spend My Time?

Activity Objective: participants reallocate their time to life activities that increase their fulfillment.

Time Facilitator Says	Content	Notes
	<p>“Keeping your mind focused on what fulfills you, you’re going to put your attention on how you want to spend your time.</p> <p>Remember, you still only have 168 hours in a week. Although your time budget doesn’t change, how you allocate your time can change. You have lots of choice around how you spend your time. Here is your opportunity to choose differently.”</p>	
Learners Do	<p>Directions:</p> <ol style="list-style-type: none"> 1. Have participants gather up their existing/used 3 x 5 cards, put the word “Current” on a blank 3 x 5 card, and clip them together. They should set these cards aside for now. 2. Have participants take a fresh stack of blank 3 x 5 cards, on which they will write down their desired activities [as before, ONE activity per card]. 3. Tell them: <p>“On your new set of 3 x 5 cards, write down the activities that you want to be doing in your life and the ones that are obligatory. You may exclude activities that you no longer need to do.</p> <p>The new set of activities may be identical or similar, but how you allocate your time may be different.</p> <p>Instruct participants to write their applicable activities on the 3 x 5 cards. They will write ONE activity per card.</p> 4. Then allow participants about 10 minutes to reallocate their \$168 to how they would like to spend their time under ideal circumstances. Remind them to keep their focus on what they desire and what fulfills them as they reallocate their time. 5. When they have reallocated their \$168 to their desired activities, give them about five minutes to write down on the bottom right corner of each 3 x 5 card how they are reallocating their time for that activity. 	3 x 5 cards, paper clips or binder clips

5 Min Desire: What Excites Me about My Desired Activities?

Activity Objectives: Participants describe what excites them about the way they're reallocating their time.

Facilitator Says "You've done important work around identifying how you want to spend your time. Now, in the next step of the Desire phase, you get to have fun with identifying what excites you about your new time allocation."

Learners Do Directions:

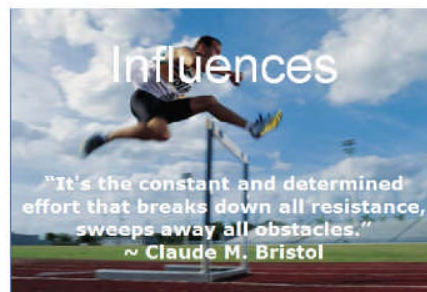
1. Have participants paired up again and, with their partners, give them each about one minute to answer the following question:
 "What excites you about how you want to spend your time?"
2. Then have participants write anywhere on their balloons a word or short phrase that expresses their excitement.

10 Min BREAK

20 Min Intro to Influence: Handling Life's Obstacles

Activity Objective: in their small group, participants explore how they can handle influences that negatively threaten their life balance, and strategize to find resources to overcome these obstacles.

Time Facilitator Says	Content	Notes
	<p>“Life is not stagnant. It's dynamic and constantly changing. We can create the perfect allocation of time that brings us the most fulfillment and joy, and then have something happen that seems to disrupt everything.</p> <p>How we respond to unexpected influences is one of the keys to finding life balance. How we respond either brings us back toward life balance or keeps us away from life balance.</p> <p>For that reason, the third phase of our process is about the factors that influence life balance: primarily the obstacles that get in the way, and the resources that help us.”</p>	
Learners Do	<p>Directions:</p> <ol style="list-style-type: none"> 1. Have groups pick up the supplies needed for the Influences phase: 	



- Influences placard

Note: the participants will be working with Obstacles cards, but you will hand them out at the necessary time rather than placing them on the supplies table.

2. When participants returned to their seats, ask them to read the phrase on the Influences placard: “It's the constant and determined effort that breaks down all resistance, sweeps away all obstacles.” – Claude M. Bristol
3. Ask: “What are your reactions to quote?”
4. After a brief discussion, As Tribute One Set of Obstacle cards to each small group. Have each participant pick one card. Distribute them so that no one can see what's on the cards before picking theirs.
5. Once the participants have selected one Obstacles card, he/she can read it silently. Each card shows a common life occurrence that can distract people from how they really want to spend their time.
6. Ask each participant to pay for the obstacle by deducting money from one or more of the 3 x 5 activity cards. That is, have each person set aside the price of the obstacle and identify which activity cards will be affected. Allow 3 to 5 minutes for this.

Time	Content	Notes
	<ol style="list-style-type: none"> 7. Then have participants share their Obstacle Cards within their small groups. 8. Have the group pick ONE Obstacle card that they would like to work on together. 9. Have the small groups come up with strategies and resources for minimizing or eliminating that obstacle. Give the groups 5 minutes to brainstorm some ideas. 10. Then have each group share with the whole class the obstacle they selected, and the strategies and resources they came up with for minimizing or eliminating that obstacle. <p>Note: Since all of the groups have the same four Obstacle cards, it is possible that one or more groups may present the same obstacles. That's okay. It will be interesting to see how their strategies may differ.</p> <ol style="list-style-type: none"> 11. At the conclusion of the activity, celebrate the strategies and resources the participants came up with by having them take back the money they deducted. This represents the benefit (or "payback") of overcoming obstacles. 	

10 Min Influences: What Obstacles Might Keep Me from Enjoying I Desired Life?

Activity objective: Participants identify obstacles that may arise in their own lives.

Facilitator Says “Now that you've looked at some general obstacles, it's time for you to identify some of the specific obstacles that may show up in your own lives.

By “obstacles,” I mean anything that might get in the way of you finding life balance. That could include internal obstacles like negative thoughts, a lack of knowledge, lack of self-confidence, or even physical limitation or health problems.

Obstacles could also be external. An external obstacle could include financial problems, a difficult family member, a demanding boss, a long commute to work, or living in a dangerous neighborhood.

So, obstacles can be internal [they are generated from within you] or extra [they exist outside of you].”

Learners Do Direction:

1. Have each participant gets a blank 3 x 5 card and write on it: “My Obstacles.”
2. Have the participants find a new partner for working in pairs.
3. Within their pairs, have the participants take turns identifying obstacles that may hinder them from spending their time at the way they want. Each person will write on his/her “My Obstacles” card all of the obstacles he/she has identified.
4. Encourage them to come up with more than six obstacles. Give them about five minutes. They can approach identifying their obstacles by either:

Time	Content	Notes
	<ul style="list-style-type: none"> ○ Identifying obstacles that pertain specifically to the different activities of their lives [have them or refer to bear or 3 x 5 cards]. ○ Or, identifying general obstacles that are internal [negative mindset, weaknesses, inabilities, etc.] and obstacles that are external [family, finances, friends, environment issues, legal issues, etc.]. <p>Note: even though they are working in pairs, the task is to have participants identify obstacles that exist in their own lives, not ones that they necessarily agree on.</p> <ol style="list-style-type: none"> 5. Then have each participant select the top three obstacles. 6. Have the pairs help each other a sign of dollar value to each obstacle. 7. They should write down the dollar value next to each obstacle. 8. Then have them deduct that amount from their hundred and \$68. This signifies the cost or impact of the obstacles in terms of time. 9. Have each participant write their top three obstacles and the cost on their balloons using their permanent markers. 	

15 Min	<p>Influences: What Resources Will Help Me Achieve My Desired Life?</p> <p>Activity Objective: Participants identify resources that are available and/or attainable.</p>	
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Facilitator Says “As you know, identifying your obstacles is only half of this phase or it the other half is identifying the resources that will help you to overcome the obstacles and to stay on track with how you want to allocate your time.

Life obstacles, resources can also be internal or external. Internal resources include positive thinking, specialized knowledge, skills that you possess, goals that you set for yourself, and your value system.

External resources or things like supportive family member, a team of dedicated employees, a healthy savings account, access to technology or other equipment, and having a great coach. Let's explore our resources now.”

Learners Do: **Activity Directions:**

1. Have each participant gets a blank 3 x 5 card and write on it “My Resources.”
2. Working in the same pairs, have participants work together to identify possible resources that are available or attainable, and write them on their “My Resources” card [Just like they did with their Obstacles]. Encourage them to come up with at least six resources. Give them about five minutes. They can approach identifying their obstacles by either:
 - Identifying resources that pertain specifically to the different activities of their lives [have them refer to their 3 x 5 cards].
 - Or, identifying resources that pertain directly to their obstacles.

Note: in some cases, they may already have the resources. In other cases, they may be able to a choir the resources.

Time	Content	Notes
	<ol style="list-style-type: none"> 3. Have the pairs help each other a sign of dollar value next to each resource listed in their cards. 4. Have them pay themselves that amount. 5. Have each participant write their top three resources on their balloons and the value. 6. Debrief the activity: <ul style="list-style-type: none"> ▪ What is your most costly obstacle? ▪ What is your most valuable resource? ▪ What is the relationship between your obstacles and leading a fulfilling life? ▪ What is the relationship between your resources and leaving a fulfilling life? 	
Facilitator Says	Key Concepts [Tie to activity] <ul style="list-style-type: none"> ▪ When you use your resources wisely, you create leverage in your life. For example, hiring a housekeeper saves you time cleaning, which gives you time to do other things. ▪ Even though you have a finite number of hours each week – 168 to be exact – using a resources and leveraging your time can allow you to get a lot more done or free up time to enjoy yourself. 	
10 Min	Life Balance Worksheets <p>Activity Objective: Participants transferred the information they've gathered about their lives and transferred to the Time Allocation worksheets that they can take home with them.</p> <p>“Before we complete this phase of life balance, I want to introduce you to a worksheet that you can use at home that will help you remember all of the things we've done in this workshop so far.</p>	

It's important to me that you are able to follow this process at home because finding life balance is not a one-time activity. Your life requires ongoing effort. It requires being aware of your choices and also modifying your choices as your desires and circumstances change. Your life requires working with the distractions and obstacles that arise unexpectedly or ones that you create yourself.

I want you to have the tools to follow this process on your own.”

**Learners
Do**

Directions:

1. Distribute one copy of the following activity sheets to each participant.
 - Time Allocation, Part 1
 - Time Allocation, Part 2
2. Have participants transfer all of their information from their balloon and 3 x 5 cards to their activity sheets by following the steps indicated on the activity sheets. They should complete steps one through six only [they will complete steps seven during the next activity]. Allow 10 minutes.

Note: the purpose of having them transfer their information to the activity sheets is to familiarize them with the activity sheets so that they can use them at home/work, and to make the information they've collected during the workshop portable and memorable [their balloons won't last very long].

“Time
Allocation, Part 1
and Time
Allocation, Part 2
activity sheets.

5 Min Intro to Action: Little Is the New Big

Activity Objective: Participants describe the difference between making little changes and making big changes.

Time	Content	Notes
Facilitator Says	<p>“You’ve progressed through the first three phases – awareness, desire, and influences – and now it’s time to take action that will move you closer to spending your time the way you want. Action is the fourth phase.</p> <p>There are two perspectives on action we need to explore. One perspective is related to making little changes and the other is related to making big changes.</p> <p>Let’s take a closer look at these two perspectives.”</p>	

Learners
Do

Directions:

1. Have groups pick up the supplies needed for the Action phase:



- Action placard
 - Action sheet [1 per participant]
2. When participants returned to their seats, ask them to read the phase on the Action placard: Action may not always bring happiness, but there is no happiness without action.” Benjamin Disraeli
 3. Ask: “what are your reactions to the quote?”
 4. After the brief discussion, lead the next activity by saying:
 - “Everyone, please stand up.
 - Point one of your index fingers toward an object in the room. Stretch your arm out fully.
 - Try to align your head so that you form an imaginary straight line from your eyes, through your arm, through your fingers, and all the way to the object they are pointing at. [They may need to raise their shoulder to accomplish this.]
 - Focus on the object for just a moment and trying to keep your arm and fingers still.

Time	Content	Notes
	<ul style="list-style-type: none"> ○ Now move your arm and finger slightly so your finger has moved away an inch or two. You may be pointing at a different area of the same object, or at an entirely different object, or into space or the wall. Where you are pointing now does not matter. ○ Notice the very small distance you moved your arm and finger. ○ Now imagine a beam of light that extends through your arm and fingers. The beam of light extends beyond the object you are pointing at... beyond the walls of the room... into the sky or the universe. ○ Your beam of light is extending as far away as you can imagine. ○ Now, if you were to imagine a smaller beam of light extending from the place you were originally pointing and this new beam of light, how far apart are they? [Allow participants to answer. You are looking for an acknowledgment that the distance between the two points it gets bigger and bigger the farther the beams of light extends.] ○ Now, imagine that the space between the two beams of light represents the actions you take. ○ What are these beams of light trying to tell you about the actions you take? [Allow participants to answer. While there may be many different answers, what you want them to self-discover is the idea that little actions seem to have little impact at first, but over time, the impact increases. Just as the distance between the two beams of light grows the further away their endpoints are. Apply this idea to life: the farther you go down the road of your life – the impact of your choices today grows and grows.] 	

Facilitator Reviews **Key Concepts** (tie to activity)

- Change does not necessarily require big or dramatic actions; little actions can make a big difference.

- And if little actions can make a considerable difference, imagine what big actions can accomplish. Either way, any action toward what you want can make a significant difference in your life.
- The bigger the action, the bigger the impact.
- You should take the kinds of actions that you can tolerate and/or enjoy in your life and that you can sustain.

4 Min **Action: Where's My Focus Going To Be?**

Activity Objective: Participants determine if they want to focus on taking little actions or big actions.

Facilitator Says “The Action phase has two steps:

- Determining if you want to focus on smaller, more manageable actions or take bigger, possibly scarier actions.”
- Design your plan of action – the steps you'll take to move forward your desired life.

Now what will work on where you will be putting your focus.”

Time Learners Do	Content Directions:	Notes “Action” activity sheet
	<p>1. Working in the same pairs, have the participants work with their partners to identify where they would like to put their focus I considering these two questions:</p> <ul style="list-style-type: none"> ▪ What is one activity in your life that you want to work on so that you can have more of it or less of it? ▪ Do you want to work on an activity that will require a great amount of effort and time to change it... or an activity that will require less energy and time, but will give you a sense of satisfaction more quickly than a big activity? <p>2. Distribute an Action activity sheet to each participant and instruct participants to write down [on the activity sheet] the action they will be focusing on [under Step 7].</p>	
Facilitator Reviews	<p>Key Concepts (tie to activity)</p> <ul style="list-style-type: none"> ▪ By focusing on a single area of your life, you can put your energy into creating sustainable, long-term changes. ▪ Focusing on too many areas at once is overwhelming for most people. 	
15 Min	<p>Action: what Is My Plan of Action?</p> <p>Activity Objective: Participants identify some of the actions they will take to create more life balance.</p>	
Facilitator Says	<p>“During this part of the Action phase, in step #7 you identified the area you want to focus on. Now let's go deeper with that by deciding which actions you can take with you in that area of focus in step #8.</p>	

**Learners
Do**

Directions:

1. Explain the three columns of step 8 on the Action activity sheet.
 - **Action column:** This is where you describe a specific action you will take to ensure that you keep your focus on the life activity you selected. When you describe your action may get specific and action-oriented. It works best to use an action verb [e.g., build, demonstrate, create, develop, reduce, expand, etc.].
 - **Timing column:** This is where you indicate when you will be starting the action, when you will be completing it, and/or how often you will be doing it if it's something that requires repetition.

Example 1:

Action: exercise for one hour per day.

Timing: Three times a week.

Example 2:

Action: Interview for a job.

Timing: Attend my first interview by Aug. 20.

Example 3:

Action: Build a tree house for my children.

Timing: Start this weekend and finish in 2-weeks.

- **Notes column:** this is where you can make notes about each of the actions you are taking. You can decide how you want to use this column, but here are three suggestions:
 - Obstacles: Make notes about obstacles that you may need to address.
 - Resources: Make notes about the resources that are available to you.
 - Progress: Make notes about the progress you're making.

Time	Content	Notes
	2. Have participants write down 3 to 5 actions they will take toward their area of focus, along with the timing, and the applicable notes they want to make. Allow about eight minutes.	
	3. Have participants work with a new partner to share their actions, timing, and notes. Allow about two minutes each.	
Facilitator Asks	4. Debrief the activity: <ul style="list-style-type: none"> ○ What did you learn about yourself as you created your action plan? ○ What excites you about the actions you will be taking? 	
Facilitator Reviews	Key Concepts (tie to activity) <ul style="list-style-type: none"> ■ Progress does not happen without action, but actions need to be strategic and proactive, determined by what you want to create in your life. 	

Final Step – Course Review & Application

It's Important to know to what extent the workshop has been successful.

Reviewing what has been learned is critical for long-term retention by participants. This step is the culmination – the fulfillment – of all the learning that has been done during the workshop.

Unless what is learned is applied, there is no learning. Participants need to reflect on their experiences in the workshop and bring closure to their learning.

This step also gives participants the chance to draw on other participant's experiences so that they can generate conclusions about what has been learned from others as well.

Reviewing what's been learned ultimately solidifies what has been learned at a deeper level and expands participant's ability to analyze, reflect, and make adjustments to the knowledge they've gained.

5 Min Course Review

Activity Objective: Participants review what they have learned.

Facilitator Says “You've now experienced the four phases of finding life balance and you have actions to take when you get home. Let's do a brief review of what you've learned today.”

Learners Do Directions

1. Ask the participants the following questions to review the four phases:
 - What's Phase 1? [Answer: Awareness]
 - Why is Phase 1 important? [Answer: in order to make changes, you need to assess your current situation. The purpose of awareness is to be informed. During the awareness phase you identify how satisfied you are with your current situation, and identify the parts that are satisfying and dissatisfied.]

Time	Content	Notes
	<ul style="list-style-type: none"> What is Phase 2? [Answer: Desire] Why is Phase 2 important? [Answer: you have to know what you desire – what you really want – in order to determine the direction you will be taking. When you know what you desire, you can make informed, and proactive decisions about what actions to take. What is Phase 3? [Answer: Influence] Why is Phase 3 important? [Answer: You need to know what obstacles might get in your way so that you can be prepared to minimize them so that they don't get in the way of you taking action. You also need to be aware of your resources so that you can leverage them. What is Phase 4? [Answer: Action] Why is Phase 4 important? [Answer: progress does not happen without action. You can be filled with desire, but if you don't take action, you stay in the same place. Without action nothing changes. 	

10 Min **Course Application: How Will Your Life Be Different?**

Activity Objective: Participants describe how their lives will be different as a result of this workshop.

Facilitator Says “Aside from learning the four phases, you've probably learned a lot about your selves today.

Now it's up to you to bring what you've learned to your lives.

One of the lessons I'd like to re-create is the idea of how much we juggle, how much is coming at us at all times, and how we can juggle all the balls without dropping them [or dropping them rarely].

To simulate this, you'll use your balloons.”

Directions

1. Have participants stand up with their balloons, and stand in a circle in an open area of the room. [An open space is important for safety – because they will be moving around with their attention toward the ceiling.]
2. Tell them:

“You will be bouncing your balloons in the air around the room, passing them randomly to each other, and trying to keep them all a float without touching the ground. If a balloon touches the ground, simply rescued by picking it up and bouncing it in the air again. For your safety, stay in this open area. Do not bounce your balloon in any area of the room where there are objects on the ground [so you won't trip and fall].”
3. Have them balance their balloons for one minute or two.
4. Afterward, have them grab whichever balloon is nearby. It shouldn't be their own balloon.
5. Tell them:

“Find the owner of the balloon you are holding. Go to that person and share the biggest lesson you learned today, something that you will take with you into your life very at debrief, because whoever is holding your balloon is waiting to share their lesson with you.

Graduation


Segment Objective: Participants perform final requirements of the workshop to include:


- Filling out a workshop feedback form.
- Receiving extra informational handouts.

Time Learners Do	Content Directions	Notes
	<ol style="list-style-type: none"> 1. Give participants extra copies of the following activity sheets for at-home use: <ul style="list-style-type: none"> ▪ Time Allocation, Part 1 ▪ Time Allocation, Part 2 ▪ Action 2. Give participants a copy of the “Four Phases to Finding Life Balance” handout. 3. Participants fill out “Workshop Feedback Form.” 4. Participants hand in “Course Feedback” 5. Thank each participant for attending and participating. Be sincere in your gratitude! Remember, you may have just met new clients for our one-on-one coaching. 6. Play appropriate exit music that creates an energizing environment for bringing the workshop to a close and for allowing participants to say goodbye to each other. 	

End of WORKSHOP

Time	Content	Notes
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Time	Content	Notes
	<p>balance.</p> <p>For that reason, the third phase of our process is about the factors that influence life balance – primarily the obstacles that get in the way, and the resources that help us.”</p>	
Learners Do:	<div>  <p>Directions:</p> </div> <ol style="list-style-type: none"> Have groups pick up the supplies needed for the Influences phase: <div data-bbox="553 922 984 1211" data-label="Image"> </div> Influences placard (example above) <p>Note: The participants will be working with Obstacles cards, but you will hand them out at the necessary time rather than placing them on the Supplies table.</p> When participants return to their seats, ask them to read the phrase on the Influences placard: “It's the constant and determined effort that breaks down all resistance, sweeps away all obstacles.” ~ Claude M. Bristol Ask: “What are your reactions to the quote?” After the brief discussion, distribute one set of Obstacle cards to each small group. Have each participant pick one card. Distribute them so that no one can see what’s on the cards before picking 	<div data-bbox="1173 1664 1329 1765" data-label="Image"> </div> <p>Obstacles cards</p>



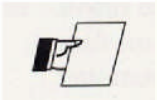
Time	Content	Notes
	 <p>theirs.</p> <ol style="list-style-type: none"> Once a participant has selected one Obstacles card, he/she can read it silently. Each card shows a common life occurrence that can distract people from how they really want to spend their time. <p>Note: You can invite participants to add more details to the Obstacle cards to make them more relevant to their own lives.</p> <ol style="list-style-type: none"> Ask each participant to “pay” for the obstacle by deducting money from one or more of the 3 x 5 activity cards. That is, have each person set aside the “price” of the obstacle and identify which activity cards will be affected. Allow 2-3 minutes for this. Then have the participants share their Obstacle cards within their small groups. Have the group pick ONE Obstacle card that they would like to work on together. Have the small groups come up with strategies and resources for minimizing or eliminating that obstacle. Give the groups 5 minutes to brainstorm some ideas. Then have each group share with the whole class the obstacle they selected, and the strategies and resources they came up with for minimizing or eliminating that obstacle. <p>Note: Since all of the groups have the same four Obstacle cards, it is possible that one or more groups may present the same obstacles. That’s okay. It will be interesting to see how their strategies and resources are similar or different.</p> <ol style="list-style-type: none"> At the conclusion of the activity, celebrate the 	

Time	Content	Notes
	strategies and resources the participants came up with by having them take back the money they deducted. This represents the benefit (or “payback”)	




Time	Content	Notes
10 minutes	 <p>of overcoming obstacles.</p> <p>Influences: What Obstacles Might Keep Me from Enjoying My Desired Life?</p> <p>Facilitator Says: Activity Objective: Participants identify obstacles that may arise in their own lives.</p> <p>“Now that you’ve looked at some general obstacles, it’s time for you to identify some of the specific obstacles that may show up in your own lives.</p> <p>By ‘obstacles,’ I mean <i>anything</i> that might get in the way of you finding life balance. That could include ‘internal obstacles’ like negative thoughts, a lack of knowledge, lack of self-confidence, or even a physical limitation or health problem.</p> <p>Obstacles can also be ‘external.’ An ‘external obstacle’ could include financial problems, a difficult family member, a demanding boss, a long commute to work, or living in a dangerous neighborhood.’</p> <p>Learners Do: So, obstacles can be internal (they are generated from within you) or external (they exist outside of you).”</p>  <p>Directions:</p> <ol style="list-style-type: none"> 1. Have each participant get a blank 3 x 5 card and write on it <p>“My Obstacles.”</p>	 <p>Blank 3 x 5 cards</p>

	Time	Content	Notes
2.		Have the participants find a new partner for working in pairs.	

Time	Content	Notes
	 <p>3. Within their pairs, have the participants take turns identifying obstacles that may hinder them from spending their time the way they want. Each person will write on his/her “My Obstacles” card all of the obstacles he/she has identified.</p> <p>4. Encourage them to come up with more than 6 obstacles. Give them about 5 minutes. They can approach identifying their obstacles by either:</p> <ul style="list-style-type: none"> ○ Identifying obstacles that pertain specifically to the different activities of their lives (have them refer to their 3 x 5 cards). ○ Or, identifying general obstacles that are internal (e.g., negative mindset, weaknesses, inabilities, etc.) and obstacles that are external (e.g., family, finances, friends, environment issues, legal issues, etc.). <p>Note: Even though they are working in pairs, the task is to have participants identify obstacles that exist in their own lives, not ones that they necessarily agree on.</p> <p>5. Then have each participant select the top three obstacles.</p> <p>6. Have the pairs help each other assign a dollar value to each obstacle.</p> <p>7. They should write down the dollar value next to each obstacle.</p> <p>8. Then have them deduct that amount from their \$168. This signifies the cost or impact of the obstacles in terms of time.</p> <p>9. Have each participant write their top 3 obstacles and the cost on their balloons using their Soft-tip Permanent Markers.</p>	

Time	Content	Notes
15 minutes	 <p>Influences: What Resources Will Help Me Achieve My Desired Life?</p> <p>Facilitator Says: Activity Objective: Participants identify resources that are available and/or attainable.</p> <p>“As you know, identifying your obstacles is only half of this phase. The other half is identifying the resources that will help you overcome the obstacles and to stay on track with how you want to allocate your time.</p> <p>Like obstacles, resources can also be internal or external. Internal resources include positive thinking, specialized knowledge, skills that you possess, goals you’ve set for yourself, and your value system.</p> <p>External resources are things like a supportive family member, a team of dedicated employees, a healthy savings account, access to technology or other equipment, and having a great coach.</p> <p>Learners Do: Let’s explore your resources now.”</p>  <p>Directions:</p> <ol style="list-style-type: none"> 1. Have each participant get a blank 3 x 5 card and write on it: <p>“My Resources.”</p> 2. Working in the same pairs, have participants work together to identify possible resources that are available or attainable, and write them on their “My 	 <p>Blank 3 x 5 cards</p>

Time	Content	Notes
	Resources” card (just like they did with their Obstacles). Encourage them to come up with at least 6 resources. Give them about 5 minutes. They can approach identifying their resources by either:	

Time	Content	Notes
<p>Facilitator Asks:</p> <p>Facilitator Reviews:</p>	 <p>o Identifying resources that pertain specifically to the different activities of their lives (have them refer to their 3 x 5 cards).</p> <p>o Or, identifying resources that pertain directly to their obstacles.</p> <p>Note: In some cases, they may already have the resources. In other cases, they may be able to acquire the resources.</p> <ol style="list-style-type: none"> Have the pairs help each other assign a dollar value next to each resource listed on their cards. Have them pay themselves that amount. Have each participant write their top 3 resources on their balloons AND the value. Debrief the activity: <ul style="list-style-type: none"> What is your most costly obstacle? What is your most valuable resource? What is the relationship between your obstacles and leading a fulfilling life? What is the relationship between your resources and leading a fulfilling life? 	
	 <p>Key Concepts (tie to activity)</p> <ul style="list-style-type: none"> When you use your resources wisely, you create leverage in your life. For example, hiring a housekeeper saves you time cleaning, which gives you time to do other things. Even though have a finite number of hours 	

Time	Content	Notes
	each week – 168 to be exact – using your resources and	

leveraging your time can allow you to get a lot more done or “free up” time to enjoy yourself.

10 minutes Life Balance Worksheets

Activity Objective: Participants transfer the information they’ve gathered about their lives and transfer it to the Time Allocation worksheets that they can take home with them.

Materials Needed:
Time Allocation worksheets (Part 1 and Part 2).

Facilitator Says:

“Before we complete this phase of life balance, I want to introduce you to a worksheet that you can use at home that will help you remember all the things we’ve done in this workshop so far.

It’s important to me that you be able to follow this process at home because finding life balance is not a one-time activity. Your life requires on-going effort. It requires being aware of your choices and also modifying your choices as your desires and circumstances change. Your life requires working with the distractions and obstacles that arise unexpectedly or ones that you create yourself.

I want you to have the tools to follow this process on your own.”

Learners Do:



Directions:

1. Distribute one copy of the following activity sheets to each participant:
 - Time Allocation, Part 1
 - Time Allocation, Part 2
2. Have participants transfer all of their information from their balloon and 3 x 5 cards to the activity sheets by following the steps indicated on the activity sheets. They should complete steps 1 to 6



“Time Allocation, Part 1” and “Time Allocation, Part 2” activity sheets

only (i.e., they will complete step 7 during the next activity). Allow about 10 minutes.

Note: the purpose of having them transfer their information to the activity sheets is to familiarize them with the activity sheets so that they can use them at home/work, and to make the information they've collected during the workshop portable and memorable (i.e., their balloons won't last very long).

5 minutes **Intro to Action: Little Is the New Big**

Activity Objective: Participants describe the difference between making little changes and making big changes.

Facilitator Says:

"You've progressed through the first three phases – awareness, desire, and influences – and now it's time to take action that will move you closer to spending your time the way you want. Action is the fourth phase.

There are two perspectives on action we need to explore. One perspective is related to making little changes and the other is related to making big changes.

Let's take a closer look at these two perspectives."

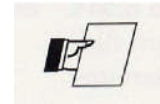
Learners Do:



Directions:

1. Have groups pick up the supplies needed for the Action phase:

Materials Needed:
"Action" placards,
Action activity
sheets



“Action” placard

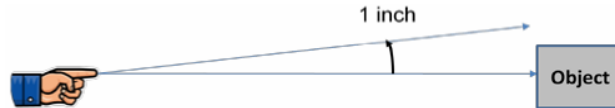
- Action placard
- Action sheet (1 per participant)

2. When participants return to their seats, ask them to read the phrase on the Action placard: “Action may not always bring happiness, but there is no happiness without action.” ~Benjamin Disraeli
3. Ask: “What are your reactions to the quote?”
4. After the brief discussion, lead the next activity by saying:
 - “Everyone, please stand up.
 - Point one of your index fingers toward an object in the room. Stretch your arm out fully.
 - Try to align your head so that you form an imaginary straight line from your eyes, through your arm, through your fingers, and all the way to the object they are pointing at. [They may need to raise their shoulder to accomplish this.]



- Focus on the object for just a moment, trying to keep your arm and finger still.
- Now move your arm and finger slightly so that your finger has moved only an inch or two. You may be pointing at a different area of the same object, or at an entirely different object, or into space or the wall. Where you are pointing now

does not matter.



- Notice the very small distance you moved your arm and finger.
- Now imagine a beam of light that extends through your arm and fingers. The beam of light extends beyond the object you were pointing at...beyond the walls of this room...into the sky or the universe.
- Your beam of light is extending as far away as you can imagine.
- Now, if you were to imagine a similar beam of light extending from the place you were originally pointing and this new beam of light, how far apart are they? [Allow participants to answer. You are looking for an acknowledgment that the distance between the two points gets bigger and bigger the further the beams of light extend.]



- Now, imagine that the space between the two beams of light represents the actions you take.
- What are these beams of light trying to tell you about the actions you take? [Allow participants to answer. While there may be many different answers, what you want them to self-discover is the idea that little actions seem to have little impact at first, but over time, the impact increases...just as the distance between the two light beams grows the farther away their

endpoints are. Applying this idea to life: the farther you go down the road of your life – the impact of your choices today grows and grows.]



Facilitator Reviews:



Key Concepts (tie to activity)

- Change does not necessarily require big or dramatic actions; little actions can make a big difference.
- And if little actions can make a considerable difference, imagine what big actions can accomplish. Either way, any action toward what you WANT can make a significant difference in your life.
- The bigger the action, the greater the impact.
- You should take the kinds of actions that you can tolerate and/or enjoy in your life AND that you can sustain.

5 minutes

Action: Where's My Focus Going to Be?

Activity Objective: Participants determine if they want to focus on taking little actions or big actions.

Materials Needed:
"Action" activity sheet

Facilitator Says:

"The Action phase has two steps:

- Determining if you want to focus on smaller, more manageable actions OR take bigger, possibly scarier actions."
- Design your plan of action – the steps you'll take to

move toward your desired life.

Now we'll work on where you will be putting your focus.”

Learners

Do:



Directions:

1. Working in the same pairs, have the participants work with their partners to identify where they would like to put their focus by considering these two questions:
 - What is one activity of your life that you want to work on so that you can have MORE of it or LESS of it?
 - Do you want to work on an activity that will require a great amount of effort and time to change it...or an activity that will require less energy and time, but will give you a sense of satisfaction more quickly than a big activity?
2. Distribute an Action activity sheet to each participant and instruct participants to write down (on the activity sheet) the action they will be focusing on (under Step 7).



“Action” activity sheet

Facilitator Reviews:



Key Concepts (tie to activity)

- By focusing on a single area of your life, you can put your energy into creating sustainable, long-term changes.
- Focusing on too many areas at once is overwhelming for most people.

15 minutes **Action: What Is My Plan of Action?**

Activity Objective: Participants identify some of the actions they will take to create more life balance.

**Facilitator
Says:**

“During the first part of the Action phase, in step #7 you identified the area you want to focus on. Now let’s go deeper with that by deciding which actions you can take within that area of focus in step #8.”

**Learners
Do:**



Directions:

1. Explain the three columns of Step 8 on the Action activity sheet:

Step 8

What is your plan of action?		
Action	Timing	Notes (Obstacles, Resources, Progress)

- **Action column:** This is where you describe a specific action you will take to ensure that you keep your focus on the life activity you selected. When you describe your action make it specific and action-oriented. It works best to use an action verb (e.g., build, demonstrate, create, develop, reduce, expand, etc.).
- **Timing column:** This is where you indicate when you will be starting the action, when you

will be completing it, and/or how often you will be doing it if it's something that requires repetition.

Example 1:

Action: Exercise for one hour per day

Timing: Three times a week

Example 2:

Action: Interview for a new job.

Timing: Attend my first interview by Aug 20

Example 3:

Action: Build a tree house for my children

Timing: Start this weekend and finish in 2 weeks.

Notes column: This is where you can make notes about each of the actions you are taking. You can decide how you want to use this column, but here are three suggestions:

- Obstacles: Make notes about the obstacles that you may need to address.
 - Resources: Make notes about the resources that are available to you.
 - Progress: Make notes about the progress you're making toward completing the action.
2. Have participants write down 3 – 5 actions they will take toward their area of focus, along with the timing, and any applicable notes they want to make. Allow about 8 minutes.
 3. Have participants work with a new partner to share their actions, timing, and notes. Allow about 2 minutes each.

**Facilitator
Asks:**

4. Debrief the activity:

- What did you learn about yourself as you created your action plan?
- What excites you about the actions you will be taking?

**Facilitator
Reviews:**

Key Concepts (tie to activity)

- Progress does not happen without action, but actions need to be strategic and proactive, determined by what you want to create in your life.

Time

Content

Notes



Step #3 – Course Review & Application



It's important to know to what extent the workshop has been successful.

Reviewing what has been learned is critical for long-term retention by participants. This step is the culmination - the fulfillment - of all the learning that has gone on during the workshop.


Unless what is learned is applied, there is no learning. Participants need to reflect on their experiences in the workshop and bring closure to their learning.

This step also gives participants a chance to draw on other participant's experiences so that they can generate conclusions about what has been learned from others as well.

Reviewing what's been learned ultimately solidifies what has been learned at a deeper level and expands participants' ability to analyze, reflect, and make adjustments to the knowledge they have gained.

Time	Content	Notes
5 minutes		
Facilitator Says:	<p>Course Review</p> <p>Activity Objective: Participants review what they have learned.</p>	Materials Needed: None
Learners Do:	<p>“You’ve now experienced the four phases of finding life balance and you have actions to take when you get home. Let’s do a brief review of what you’ve learned today.”</p>  <p>Directions:</p> <ol style="list-style-type: none"> 1. Ask the participants the following questions to review the four phases: <ul style="list-style-type: none"> • What’s Phase 1? Answer: Awareness • Why is Phase 1 important? Answer: In order to make changes, you need to assess your current situation. The purpose of awareness is to be informed. During the awareness phase you identify how satisfied you are with your current situation, and identify the parts that are satisfying and dissatisfying. • What is Phase 2? Answer: Desire • Why is Phase 2 important? 	

Time	Content	Notes
	<p>Answer: You have to know what you desire – what you really want – in order to determine the direction you will be taking. When you know what you desire, you can make informed,</p>	

Time	Content	Notes
	 <p>proactive decisions about what actions to take.</p> <ul style="list-style-type: none"> • What is Phase 3? <p>Answer: Influences</p> <ul style="list-style-type: none"> • Why is Phase 3 important? <p>Answer: You need to know what obstacles might get in your way so that you can be prepared to minimize them so that they don't get in the way of you taking action. You also need to be aware of your resources so you can leverage them.</p> <ul style="list-style-type: none"> • What is Phase 4? <p>Answer: Action</p> <ul style="list-style-type: none"> • Why is Phase 4 important? <p>Answer: Progress does not happen without action. You can be filled with desire, but if you don't take action, you stay in the same place. Without action, nothing changes.</p>	
10 minutes		
Facilitator Says:		


Time	Content	Notes
	Course Application: How Will Your Life Be Different? Activity Objective: Participants describe how their lives will be different as a result of this workshop.	Materials Needed: Participants' Balloons
	<p>“Aside from learning the four phases, you’ve probably learned a lot about yourselves today.</p> <p>Now it’s up to you to bring what you’ve learned to your lives.</p> <p>One of the lessons I’d like to recreate is the idea of how</p>	



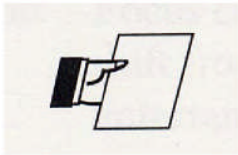
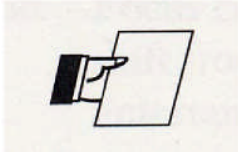
Time

Content


Notes



Time	Content	Notes
Learners Do:	<p>much we juggle, how much is coming at us at all times, and how we can juggle all the balls without dropping them (or dropping them rarely).</p> <p>To simulate this, you'll use you balloons.”</p>	
	<div>  <p>Directions:</p> <ol style="list-style-type: none"> 1. Have participants stand up with their balloons, and stand in a circle in an open area of the room. [An open space is important for safety – because they will be moving around and their attention will be toward the ceiling.] 2. Tell them: <p>“You will be bouncing your balloons in the air around the room, passing them randomly to each other, and trying to keep them all afloat without touching the ground. If a balloon touches the ground, simply rescue it by picking it up and bouncing it in the air again.</p> <p>For your safety, stay in this open area. Do not bounce your balloon in any area of the room where there are objects on the ground (so you won't trip and fall).”</p> 3. Have them bounce their balloons for a minute or two. 4. Afterward, have them grab whichever balloon is nearby. It shouldn't be their own balloon. 5. Tell them: <p>“Find the owner of the balloon you are holding. Go to that person and share the biggest lesson you learned today, something that you will take with you into your life. Be brief, because whoever is holding</p> </div>	

Time	Content	Notes
	 <p>your balloon is waiting to share their lesson with you.</p> <p>Graduation</p> <p>Segment Objective: Participants perform final requirements of the workshop to include:</p> <ul style="list-style-type: none"> Filling out workshop feedback form. Receiving extra informational handouts. <p>Directions:</p> <ol style="list-style-type: none"> Give participants extra copies of the following activity sheets for at-home use: <ul style="list-style-type: none"> Time Allocation, Part 1 Time Allocation, Part 2 Action Give participants a copy of the “Four Phases to Finding Life Balance” handout. Participants fill out “Workshop Feedback” form. Participants hand in: <ul style="list-style-type: none"> Course feedback Thank each participant for attending and participating. 	<p>Materials Needed: CD Player, CD Music, extra copies of the “Time Allocation” activity sheets (Part 1 and 2), “Action” activity sheet, and “Four Phases to Finding Life Balance” handout, Handout “Workshop Feedback Form.”</p>
<p>Learners Do:</p> 		 

Time	Content	Notes
•	Be sincere in your gratitude.	

Time	Content	Notes
	 <p>6. Play appropriate exit music that creates an energizing environment for bringing the workshop to a close and for allowing participants to say goodbye to each other.</p> <p>End of Workshop</p>	3.5 hours

After the Workshop

Post Workshop Progress

At the end of the program, remind the participants that you will be following up with them within the next two to three days to see how they did with their homework assignment and to hear how they are applying their learning from the workshop.

Tell the participants that you will also call them again between two to three weeks after the program is over to check in and see how valuable the learning from the workshop has been now that they're back in their lives. Ask them to talk about their homework answers, success stories, and frustrations they are still experiencing. If helpful, create a checklist of questions to ask such as:

- Name something that this program has helped you to improve. Give at least one detailed success story.
- What are the positive consequences of this improvement in your life?
- What new perspective have you been able to own as a result of this workshop?

Another great way to stay in touch is to collect responses to the questions above and compile them into a summary of the most important learning and email copies to the whole class (be sure to get their permission to use their feedback and name).

Create a copy for future workshops so that new participants can see the value that others have received from the program. These are your testimonials and are great for marketing future workshops.

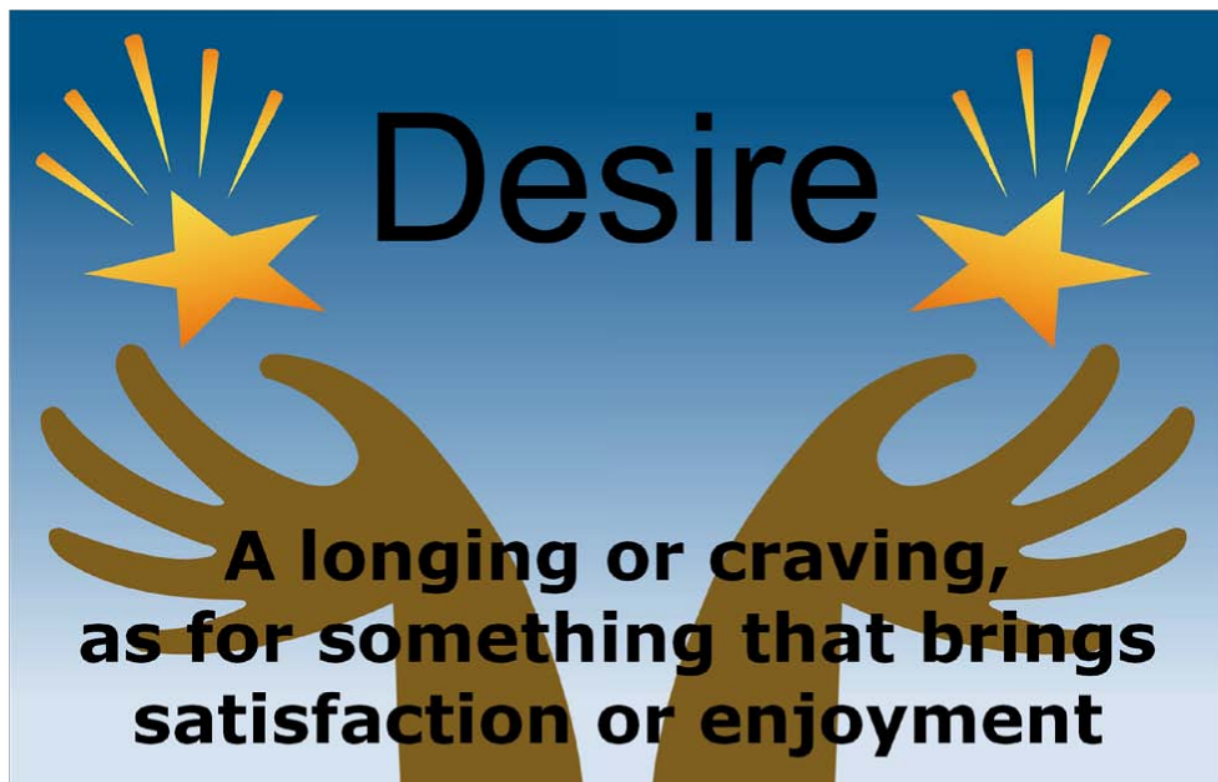
Remember, follow up is another very important “touch” in your multi-faceted marketing campaign. Following up with participants not only shows them that you care, but gives you another opportunity to develop a long-term relationship with your community of prospects and clients.

IMPORTANT: Only offer this extra value if you plan to follow through on it. Nothing is more unprofessional than offering to do follow ups and then not following through in a timely manner as promised.

Activity Sheets/Handouts

Placards for the Four Phases





A male athlete in a white and green jersey and black shorts is captured in mid-air, clearing a hurdle on a red running track. The background shows a green field and a blue sky with white clouds. The word "Influences" is overlaid in large white text.

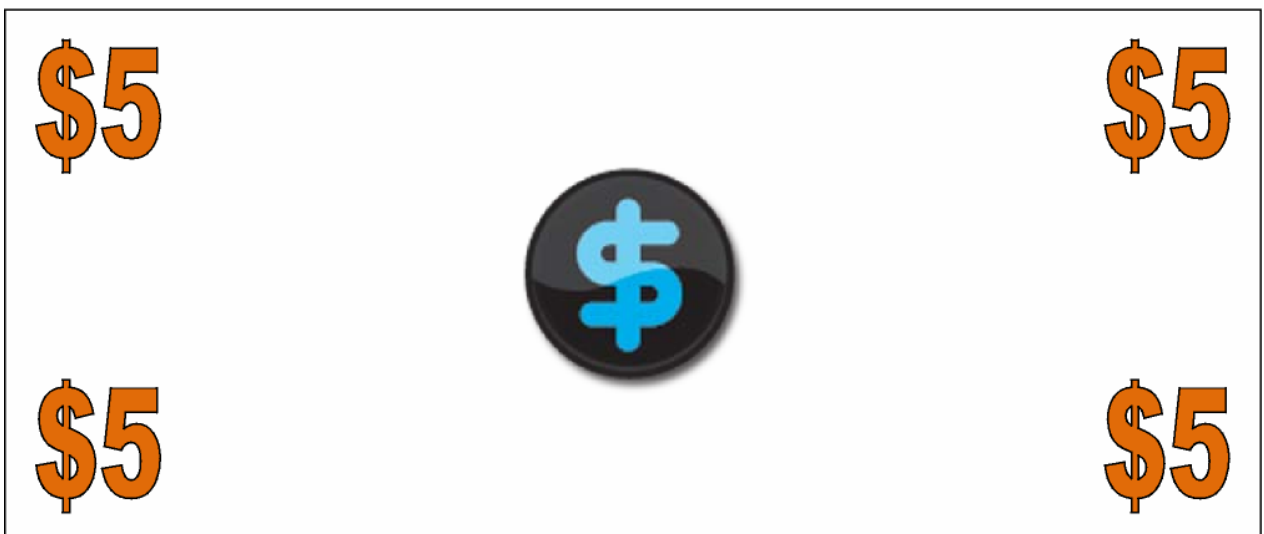
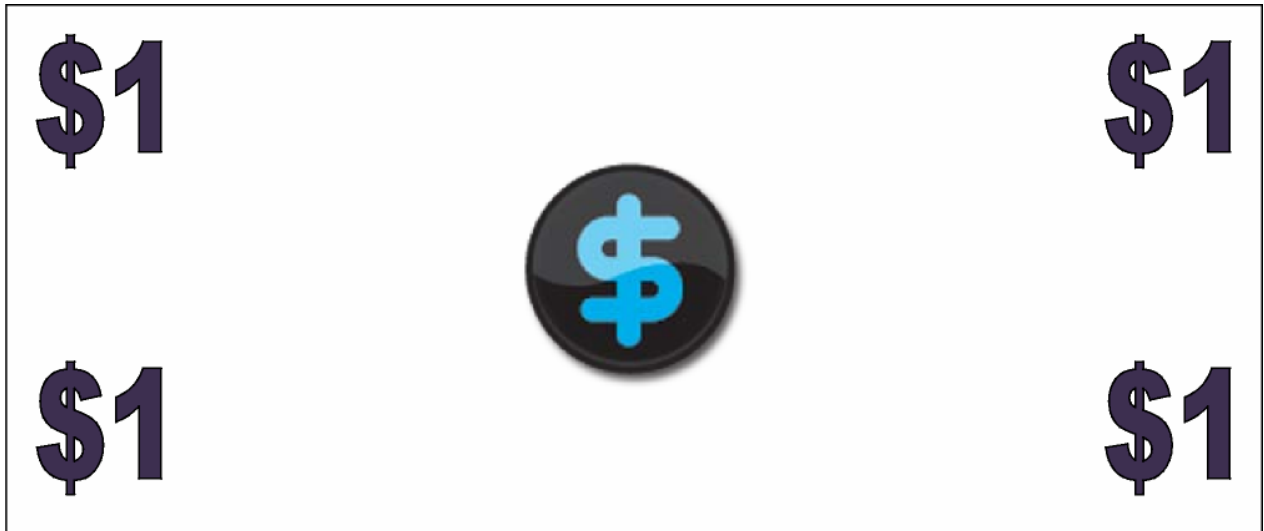
Influences

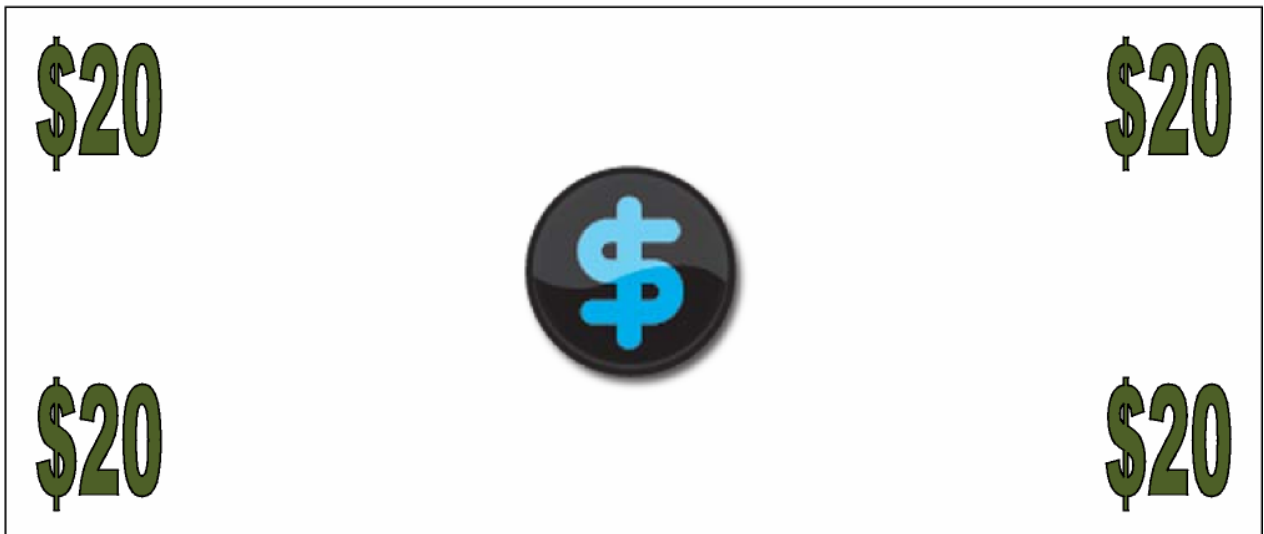
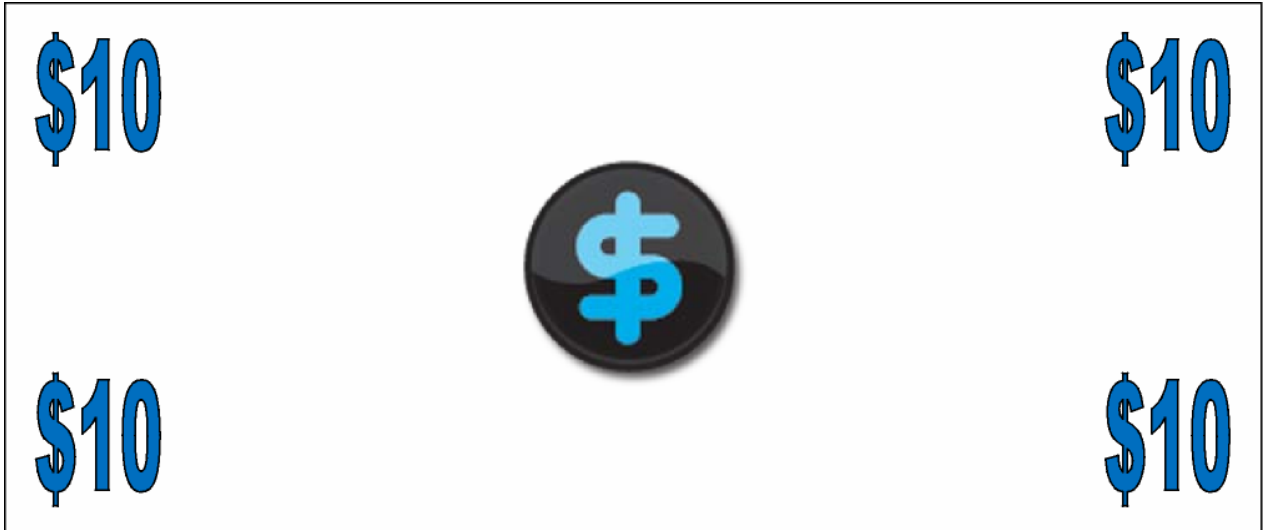
"It's the constant and determined effort that breaks down all resistance, sweeps away all obstacles."

~ Claude M. Bristol



Money Templates





Shopping Spree

Each item is worth \$24 and you have a budget of \$168. Work within your budget to select the items you want.

- ☐ Tutor to help with your children's homework.
- ☐ 2-hour weekly class on how to be a better parent.
- ☐ Half-day family outing every 2 weeks.
- ☐ 2 hours per week of housekeeping services.
- ☐ 1 hour per week of lawn and garden service.
- ☐ Healthy and delicious low-fat dinner delivered to your home every Monday night.
- ☐ Membership to a high-end gym 2 blocks from your home.
- ☐ Reduce your daily commute by 50%.
- ☐ Night class to develop your professional skills.
- ☐ Have the perfect boss.
- ☐ Start your own business.
- ☐ Get a big promotion and increase your salary by 33%.
- ☐ 90-minute massage twice a month.
- ☐ One extra hour of sleep every night.
- ☐ 20-minute daily meditation.
- ☐ New large-screen TV with free satellite service.
- ☐ One-week vacation to anywhere you want.
- ☐ 4 tickets to attend your favorite sports event.
- ☐ Engage in your favorite hobby twice a week with free supplies.
- ☐ See the latest Broadway show once a month.
- ☐ Dinner out with 4 of your closest friends once a week.
- ☐ Romantic evening with your loved one once a week.
- ☐ Make a large donation to your favorite charity.
- ☐ Increase your day from 24 to 25 hours.
- ☐ **Wild Card.** Something that's not on this list: _____

Common Life Activities

Work

Commute

Spouse/Partner

Friends

Family

TV

Fun

Parenting

Volunteer

Exercise

Chores

Hobby

Self-care

Sleep

Worship

Managing Finances

Obstacle Cards

You broke your leg
last weekend.

This will cost you
\$30.

You have an
emergency project
to work on.

This will cost you
\$30.

A family member
needs your help with
an unexpected
project.

This will cost you
\$30.

Your 15-year old car
broke down on your
way to the grocery
store and it will take
\$1,500 to repair.

This will cost you
\$30.

Time Allocation, Part 2

Step 1

Step 2a

Step 3

[illegible]

Time Allocation, Part 2

Step 2b

Time Allocation, Part 2

What's dissatisfying about how you currently spend your time?

Step 4

What excites you about how you want to spend your time?

Step 5

What are your obstacles?

Step 6

What are your resources?

Action

Step 7

Where do you want to put your focus?

Step 8

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What is your plan of action?

Action	Timing	Notes (Obstacles, Resources, Progress)

Four Phases of Finding Life Balance

The four phases of finding life balance are:

Awareness ☐ **Desire** ☐ **Influences** ☐

Action Follow the steps below to help you find life balance:

Awareness

Step 1: How do you currently spend your 168 hours each week?

Step 2a: How satisfied are you with how you spend your time? Rate yourself on a scale of 1 (dissatisfied) to 10 (very satisfied).

Step 2b: What is dissatisfying with how you currently spend your time? Be specific.

Desire

Step 3: How do you want to spend your 168 hours?

Step 4: What excites you about how you want to spend your time?

Influences

Step 5: What are your obstacles?

Step 6: What are your resources?

Note: Obstacles and resources can be internal (like thoughts, feelings, sensations, and knowledge) or external (like your home or work environment, relationships, and laws).

Action

Step 7: Where do you want to put your focus? Pick one area or activity of your life to focus on.

Step 8: What is your plan of action? Include specific actions you will take, the timing, and keep track of your progress.

"Achieve Life-Balance"

A Journey in Self-Discovery.

Please rate your level of satisfaction with each by circling the appropriate number.

Did this program meet your expectations? _____ Exceeded _____ Yes _____ No _____ Somewhat

Workshop...	Needs Work _____ Excellent									
Provided important, relevant, & applicable knowledge.	1	2	3	4	5	6	7	8	9	10
Had effective activities.	1	2	3	4	5	6	7	8	9	10
Workshop was organized.	1	2	3	4	5	6	7	8	9	10
Quality of presentation.	1	2	3	4	5	6	7	8	9	10
Overall Course Rating.	1	2	3	4	5	6	7	8	9	10

What was of most value to you and will likely help you in your life?

What challenges do you face that this workshop will help you address?

What suggestions do you have to improve this course?

Please fill out so that I can follow up with you on your workshop homework.

Name:

Email:

Telephone:

Best Time To Call:

Please rank the topics that interest you most starting with number one (one being highest):

_____ Communication _____ Goal Setting/Accountability
 _____ Work/Life Balance _____ Relationships
 _____ Confidence Building _____ Conflict Resolution
 _____ Stress _____ Other: _____

Would you like to be notified of upcoming programs and events? ☐ Yes ☐ No Thank You

What is your timeframe in looking for the support of a coach?

☐ right away

☐ 3-6 months

☐ less than 1 month

☐ I do not need any coaching right now

☐ 1-3 months

☐ Other: